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An 8-week summer institute was held at the University of Texas at Austin for native Spanish-speaking elementary school (K-3) teachers and teacher aides to improve their language and teaching skills and to increase their knowledge of language, culture, bilingualism, and problems of the bilingual learner. Under the direction of eight instructors and 10 graduate assistants, the 39 participants engaged in formal program activities which included classes in theoretical understanding of bilingual education, basic understanding of applied linguistics, basic understanding of the Spanish-speaking child of the Southwest, and the development of language skills; workshops in developing a method of teaching reading in Spanish to Spanish speakers, developing curricular materials in Spanish, compiling a basic reference library in Spanish, developing a diagnostic test in phonology, teaching in a bilingual situation, and learning methods used in existing bilingual programs in the United States; and periodic progress reports of the institute. Participants completed an extensive institute evaluation form in which they expressed their satisfaction with the institute. (Appended are two workbooks produced by a joint effort of teachers and teacher aides in the workshops. Materials developed include a Spanish vocabulary for grades K-3, representative curricular units written in Spanish, and a collection of games, songs, and dances for grades K-3.) (SM)

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DIRECTOR'S REPORT

EPDA INSTITUTE FOR BILINGUAL ELEMENTARY TEACHERS AND TEACHER AIDES

June 9, 1969 to August 1, 1969

Joseph Michel
Director

The University of Texas at Austin
Foreign Language Education Center

Austin, Texas

SP003006

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Introduction

The objectives of the EPDA Institute for Spanish-English Bilingual Elementary (k-3) Teachers and Teacher Aides in the Southwest are (1) to prepare bilingual teachers and teacher aides to teach bilingual children whose lack of knowledge and proficiency of English and/or Spanish are delaying their education; not just to teach English and Spanish but to teach all the subjects of the curriculum bilingually in English and Spanish; (2) to increase the teachers' proficiency in Spanish and English; (3) to familiarize the teachers with existing bilingual materials; (4) to expose teachers in Spanish to the civilization of Spanish America; and (5) ultimately to guide teachers to achieve the following:

(a) To understand the nature of language

(b) To understand the process of language learning

(c) To understand the role of language in reflecting culture

(d) To understand the role of the mother tongue in expressing personality and as an instrument for relating to family and environment

(e) To understand and explain the relation of the mother tongue to a second language and to foreign languages

(f) To understand the contributions of language learning to personal development, to intercultural understanding, and to the national interest

(g) To understand the difference between studying a language as a subject and using it as a medium of instruction

(h) To understand the psychologically proper order for learning the basic skills in the mother tongue and in the second language

(i) To learn how to apply all of the foregoing to the problem of bilingual teaching in the elementary grades.

II. Operation of the Program

A. Planning

During the planning phase of the program, the outlines for the Institute were not significantly modified. Consultation took place with the U.S. Office of Education, and the Texas Education Agency. Relations were completely satisfactory. A minor point, a fiscal disagreement, occurred regarding charge of building fees. This was finally cleared through the University fiscal office and the appropriate personnel in the USOE.

Relations with the University administration were excellent, and good cooperation was obtained from the Spanish-Portuguese Department and from the Department of Curriculum and Instruction. The interdisciplinary character of the Foreign Language Education Center proved a definite asset in the planning. The Austin Public Schools were also helpful particularly in obtaining a demonstration class at Zavala Elementary School.

The Director's meeting in Washington was wonderfully organized and served to give me a wider perspective on bilingual education and on national trends and national needs.

During the preparatory period the Institute was widely publicized by newspaper, by the U. S. Office of Education and by direct mailing of the brochure to the superintendents in states of the Southwest, and to directors of bilingual and migrant programs in Texas. Despite efforts to distribute the brochures to superintendents of bilingual areas, we later learned that our announcement did not reach interested teachers satisfactorily. More effective communication was needed directly with personnel that deal in bilingual education. When it appeared that we were not going to have a sufficient number of applications, I resorted to a telephone campaign directly with personnel in charge of bilingual programs and as a result, we filled the total number of positions we had available.

Not many applications were received from New Mexico, Colorado, or Arizona. There were some from California, however. In California the school year ran well into the middle of June and hence, several participants had to drop out since their school districts would not release them early. In the future if California is included, the starting date of the Institute should be placed further in June.

It was easier to recruit teachers than teacher aides. With regard to teacher aides, it was discovered early that the requirement of two years of college was entirely idealistic; hence, this prerequisite for teacher aides was replaced by the requirement of a high school education.

Teacher aides were also a bit more reluctant to attend a large university since they are overawed by the magnitude and reputation of such a university.

Planning by the faculty for the Institute curriculum and for the daily schedule was carried out both by correspondence and by periodic meetings during the semester before the Institute was held.

It worked well, although the handicap imposed by having the faculty come from other institutions and other states made a meeting of the total faculty difficult. This, however, was remedied by the faculty themselves who kept in touch with each other and with the Director by mail and phone. A skeletal weekly schedule was prepared for distribution to the participants. A weekly schedule was distributed. On days when the schedule was totally different, such as on testing days, a daily schedule was prepared.

Since the Institute was a bilingual institute, the participants were not required to speak only English or only Spanish. After discussion with the faculty and with the participants, it was decided to have English spoken one week and Spanish spoken the next week. The classes were taught in the language of the faculty member's choice. The language for the week was indicated on the weekly schedule.

A word must be said with regard to the fine cooperation received from the Texas Education Agency, from the Southwest Educational Development Laboratory and from the various school districts---particularly those in Texas which had operating bilingual programs. Their staffs were unstinting in making suggestions and in helping select participants.

Given the differing character of bilingual problems in the Southwest, for a future institute I would feel inclined to concentrate only on Texas' problems and work even more with specific districts. By pinpointing the problems in this manner much better results could be obtained.

Attached is a list of the academic work distribution determined by the faculty for themselves.

Since the production of materials was to be one of the concrete goals of the Institute, committees were also drawn up for the creation of these materials. Attached are the corresponding committee assignments.

In order that the participants could form an idea of the meager materials available, publishers were invited to present their materials and school districts with materials already in existence were likewise invited. Attached is a schedule of the publishing companies that accepted and of the various consultants from school districts in the Southwest with bilingual programs.

Another practical aspect of the Institute was the opportunity for each of the participants to teach a class of bilingual students one day in order to get acquainted with the children, and a second day in order to be video taped. Attached is the schedule called Seminario de Trabajo.

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES
June 8-August 1
SUMMER 1969

SKELETON WEEKLY SCHEDULE

Sunday, June 8: Get Acquainted Dutch Buffet-Green Pastures
Monday, June 9: Orientation, Registration, MLA Proficiency Exam, Pre tests in Spanish
Tuesday, June 10: Begin Regular Schedule as below:

PARLIN HALL 105

8-9:30 a.m. Ed. C. 684P.1 Elementary Bilingual Instruction

Weeks of:

June 10-20	Dr. Theodore Andersson
June 23-July 11	Michael Pool
July 14-18	Dr. Herschel Manuel
July 21-31	Mary Esther Bernal

9:30-10:00 Coffee

10-10:50 Morning Workshop-Practice Dr. Mario Benítez

11-11:50 Spanish and English Language Skills In groups: Coordinated by Alvaro Romo de la Rosa

12-1 Lunch at the Castilian

1-1:50 Spanish 322k Civilization of Spanish America Dr. Angel Aguirre

2-3:50 Afternoon Workshop-Program Demonstration

Harvey Miller plus the following consultants:

June 19-20	Josué González
June 26-27	Dr. Herminia Cantero
June 30-July 1	Gladys Blankenship
July 7-8	Ralph Robinette
July 16-17	A. N. Vallado
July 24-25	A. E. García

6:30-8 p.m. (Tuesdays & Thursdays only) Lecturers and Films as follows:

WOOLDRIDGE HALL 101

June 17	Senator Joe Bernal
June 19	Folk dancers - Zavala School
June 24	Film: The Nature of Language & How it is Learned
June 26	Film: The Sounds of Language
July 1	Film: Words and Their Meaning
July 8	Film: The Organization of Language
July 10	Mrs. Mario Benítez
July 15	Mrs. Mario Benítez
July 17	Dr. Severo Gómez
July 22	Dr. Joe Cárdenas
July 24	Dr. T. D. Horn

Friday, July 25, 9-11: MLA Proficiency Exam, Post tests in Spanish
Friday, August 1: 8-5 p.m. ONE DAY WORKSHOP for Administrators

Beginning with the first week, participants will alternate speaking Spanish the first week, then English, in order to improve their language proficiency as bilinguals.

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SUMMER 1969

ED. C. 684P.1

1. What will the students be required to do in Ed. C. 684P.1?

   (a) Construction of sample units in Spanish on reading, science, math, social studies, language arts, art. Grades 1-3.

   (b) Formation of a basic vocabulary in Spanish on the above areas. Grades 1-3.

   (c) Compilation of a basic set of songs, games, and dances useful in grades 1-3.

   (d) Evaluation of video tapes, materials presented in demonstrations, guest speakers, bilingual programs, primarily from the standpoint of relevancy to their particular situations.

   (e) Practice in Spanish and English language skills.

2. How will all this be put together?

   In a notebook which will be compiled from the beginning of the Institute. The notebook will be divided into the following sections:

   (1) Bilingual Education: Introduction
   (2) Unit Lessons
   (3) Vocabulary
   (4) Songs
   (5) Games
   (6) Dances
   (7) Bilingual Programs
   (8) Evaluations
   (9) Miscellaneous
   (10) Bibliography

3. What other activities will there be in the Morning Workshop?

   (a) Special training in the teaching of reading according to the phonetic method.

   (b) Practical educational implications of the differences between the sounds systems of English and Spanish.

   (c) Training in the use of modeling and drilling as tools for oral language development.

4. How will the students be graded in this class?

   (a) Only students taking the course for credit will be graded.

   (b) The final grade could be a composite of the partial grades submitted by each of the three instructors, Mr. Miller, Mr. Romo, Dr. Benítez. It will also take into account any grades submitted by instructors of the Theory Section (8 a.m.).

5. Which instructors will be responsible for each activity?

   (a) Mr. Romo will be responsible for Spanish and English language skills.

   (b) Mr. Miller will be in charge of the Zavala project: both the video taping and the preparation of content.

   (c) Mr. Miller will be in charge of the construction of sample units. Dr. Benítez will be responsible for the preparation of units in READING, and for the final editing of all units.

   (d) Dr. Benítez will be responsible for the formation of a basic vocabulary at each grade level in all areas of the curriculum. Grades 1-3.

   (e) Dr. Benítez will be responsible for supervising the compilation of a basic set of songs, games, and dances useful in grades 1-3. Mr. Miller will do the final editing of the songs.

   (f) Dr. Benítez will responsible for the formation of a basic bibliography on Bilingualism and Bilingual Education. Prices and addresses of publishers or jobbers will be included whenever possible.

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COMMITTEE ASSIGNMENTS FOR MORNING WORKSHOP

SONGS (June 26)

GARCIA, Minerva
SOLIS, Yolanda
VIDAURRI, Nancy

GAMES (June 27)

MERKLE, Grace
GARCIA, Margie
DICKSON, Nova

DANCES (July 10)

HERRERA, Martha
UTLEY, Marie
GARZA, Guillermina
BENITEZ, Carrahlee

VOCABULARY: MATH (July 1)

FERNANDEZ, Christina
CERDA, Lydia
CARDENAS, Cleotilde
DABILA, Jesse

VOCABULARY: SCIENCE (July 2)

SAENZ, Edelmira
HERNANDEZ, Antonia
RODRIGUEZ, Mary
TAGLE, María Elena

VOCABULARY: LANGUAGE ARTS (July 7)

ESTRADA, Lola
BENAVIDES, Rosalinda
GARZA, Ruth
VALENZUELA, Lucila

VOCABULARY: SOCIAL STUDIES (July 8)

GALINDO, Emma
SAENZ, Humberto
CORDOVA, Johnny
RIVERA, Mary Lou

UNIT: READING (June 30)

SAENZ, Gloria
GONZALEZ, Mélida
MARTINEZ, Ebelia
ROCHA, Lydia

UNIT: MATH (July 9)

PEÑA, María Belia
MATAMOROS, Modesta
RODRIGUEZ, Reynaldo

UNIT: SCIENCE (July 14)

OTERO, Corine
HERNANDEZ, Lilia
GARCIA, Nellie

UNIT: LANGUAGE ARTS (July 15)

RODRIGUEZ, Guadalupe
FLORES, Eugenia
PEÑA, Graciela
ROCHA, Lydia

UNIT: SOCIAL STUDIES (July 16)

SAUCEDO, Ofelia
GALINDO, Emma
RIVERA, Mary Lou
SAENZ, Edelmira

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SCHEDULE OF PUBLISHING COMPANIES' PRESENTATIONS TO BILINGUAL PARTICIPANTS

June 11th-	Mr. Carlos Rivera W. S. Benson Company 2:00-2:45 p.m., Parlin Hall 105
June 18th-	Mrs. Louise Greenwood Houghton-Mifflin Company 2:00-2:45 p.m., Parlin 105
June 25th-	Mrs. Ann Greer Shaw McGraw-Hill Publishing Company 2:00-2:45 p.m., Parlin Hall 105
July 2nd-	Mr. Dale Logan Economy Publishing Company 2:00-2:45 p.m., Parlin Hall 105
July 16th-	Mr. Jay Dick Collier-MacMillan Publishing Company 2:00-2:45 p.m., Parlin Hall 105

CONSULTANTS FROM THE SCHOOL DISTRICTS INVITED TO LECTURE ON THEIR BILINGUAL PROGRAMS

June 19-20	Josué González Director	Bilingual Demonstration and Dissemination Center San Antonio, Texas
June 26-27	Herminia Cantero Program Specialist	Dade County Public Schools Miami, Florida
June 30-July 1	Gladys Blankenship Curriculum Specialist	Good Samaritan Center San Antonio, Texas
July 7-8	Ralph Robinett Director	Michigan Migrant Primary Interdisciplinary Project Ann Arbor, Michigan
July 16-17	A. N. Vallado Assistant Director of Instruction	Corpus Christi Independent School District Corpus Christi, Texas
July 24-25	A. E. García Principal	Central Elementary School McAllen, Texas

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SEMINARIO DE TRABAJO

Team # 1	June 16	Antonia Hernández - Social Studies, Science
	17	Guillermina Garza
# 2	June 17	Corine Otero - Science, Reading Readiness
	18	María Elena Tagle
# 3	June 18	Lola Estrada - Language Arts
	19	Eugenia Flores
# 4	June 19	Edelmira Sáenz - Language Arts (story)
	20	Lucila Valenzuela
# 5	June 20	Nellie García - Math
	23	Christina Fernández
# 6	June 23	Guadalupe Rodríguez - Language Arts
	24	Graciela Peña
# 7	June 24	Reynaldo Rodríguez - Math
	25	Modesta Matamoros
# 8	June 25	Johnny Córdova - Social Studies, Language Arts
	26	Nancy Vidaurri
# 9	June 26	Humberto Sáenz - Health
	27	Gloria Sáenz
#10	June 27	Ebelia Martínez - Reading Readiness
	30	Lilia Hernández
#11	June 30	Emma Galindo - Numbers
	July 1	Rosalinda Benavides
#12	1	María Belia Peña - Language Arts, Science, Art
	2	Mary Lou Rivera
#13	2	Yolanda Solís - Language Arts, Music, Math
	3	Ruth Garza
#14	3	Jesse Dábila - Math
	7	Rosalinda Benavides

II.

E. Program Operation

The Formal Program

The following represents a summary of the Institute's formal activities. Although the amount of time dedicated to each one varied, they were all designed to meet one or more of the stated objectives as found in the introduction to this report.

First Activity. Theoretical understanding of bilingual education. Class met for one and one-half hours for two weeks under the direction of Dr. Theodore Andersson. Basic topics discussed were (1) meaning of bilingual education; (2) history of bilingual education; (3) examples of bilingual education throughout the United States and the world; (4) bilingual education in Texas; (5) the Bilingual Education Act; (6) how to start, evaluate, and operate a bilingual program; and (7) research in bilingual education. As a means of relating theoretical understanding to a specific school situation, participants were required to submit two pieces of writing both in English and in Spanish: (1) a short description of a problem of particular interest to the participant, and (2) a proposed solution to the problem presented.

Second Activity. Basic understanding of Applied Linguistics. Class met for one and one-half hours for three weeks under the direction of Mr. Michael Pool.

Topics discussed were: (1) nature of language; (2) nature of first and second language acquisition; (3) articulatory phonetics; (4) phonemic concept; (5) contrastive analysis of English and Spanish vowels and consonants; (6) predictable interference mechanisms; (7) morphemic concept, and major features of English and Spanish morphemic systems; (8) allomorphic distribution of major English and Spanish morphemes; (9) contrasts in English and Spanish syntactical systems. Participants were also drilled in correct ways of presenting new vocabulary, in the special problems of cognates and idioms, and in the nine basic sentence patterns of English and their variations. Presentation and discussion of the CAP film series on Language and Language Teaching were an integral part of this activity. The examination was designed to reveal the participants' understanding of the topics discussed within a specific classroom situation.

Third Activity. Basic understanding of the Spanish-speaking child of the Southwest. Class met for one and one-half hours for one week under the direction of Dr. Herschel T. Manuel. Topics discussed were: (1) historical background of the child; (2) identity as an American or as a member of a subgroup; (3) individual differences among these children; (4) problems in testing this type of child.

Fourth Activity. Development of language skills. Class met for one hour a day throughout the Institute. Graduate assistants were in charge of small groups under the direction of Mr. Alvaro Romo de la Rosa. Both Spanish and English sections were offered for language practice.

Fifth Activity. Development of a method, and practice in the teaching of reading in Spanish to Spanish speakers. This activity was a part of the Morning Workshop directed by Dr. Mario A. Benítez. Participants worked fifty minutes a day for two weeks in the presentation of vowels, consonants, syllables, and phrases. The method chosen by participants was "el método onomatopéyico" adapted to the child of the Southwest.

Sixth Activity. Development of curricular materials in Spanish. This activity was also a part of the Morning Workshop, and constituted its focal point. Participants gained practice in the development of units in Spanish in reading, mathematics, science, language, and social studies. They also developed a basic Spanish vocabulary grades K-3 in math, science, language arts, social studies. Twenty-five basic games were chosen by participants and enacted in class. Twenty-eight Spanish songs were collected, annotated, and presented to the class who decided on their appropriateness to a K-3 situation. Six basic dances were chosen by all participants, learned in class, and arranged for children. All curricular materials developed by the participants are found in the Workbook which accompanies this report. (See AA)

Seventh Activity. Compilation of a basic reference library of books and records for those teachers who are asked to develop materials in Spanish as well as a basic reading library for children. This activity was a part of the Morning Workshop directed by Dr. Mario A. Benítez. Staff and participants working together attempted to solve a problem frequently encountered by school administrators and directors of bilingual programs: "We have no books in Spanish. How do we get started?" All the books and records suggested as a result of this activity are found in the Workbook which accompanies this report. They will cost an estimated $350.00.

Eighth Activity. Development of a diagnostic test in phonology (English and Spanish). This activity was part of the Morning Workshop directed by Dr. Mario A. Benítez.

Ninth Activity. Teaching practice in a bilingual situation. This activity was a part of the Afternoon Workshop directed by Mr. Harvey Miller. For seven weeks a different team of participants went daily to Zavala Elementary School, Austin, to teach bilingually, elementary school children all of whom were Spanish speakers. This provided an excellent opportunity for teachers to work with teacher aides in an actual classroom situation. All sessions were video taped and the participants themselves worked together in devising an outline to evaluate themselves. This demanded that all tapes be played to the entire group and that participants rate the performance of the teachers and of the technician doing the taping.

Tenth Activity. Acquaintance with existing bilingual programs in the United States. Six programs were chosen: (1) San Antonio Project, (2) Dade County, (3) Good Samaritan Center, San Antonio, (4) Michigan Bilingual Program for Migrants, (5) Central Elementary School, McAllen, (6) Corpus Christi. Speakers from each one of these programs were invited to discuss their programs with our participants. A format was devised to evaluate these speakers and their programs as far as they related to the participants' individual situation. This activity took place during the Afternoon Workshop and was directed by Mr. Miller.

Eleventh Activity. Acquaintance with and evaluation of materials published by U. S. publishing firms. This activity also took place during the Afternoon Workshop and was directed by Mr. Miller. Several publishing companies sent representatives to our Institute who showed some of the materials which could be used in a bilingual program. A format was devised to evaluate these speakers and their materials from the standpoint primarily of their relevance to individual needs.

Twelfth Activity. Acquaintance with and evaluation of methods, materials, procedures and techniques used in existing bilingual programs in Texas. Class met for one and one-half hours for two weeks under the direction of Mrs. Mary E. Bernal. Topics discussed and evaluated were (1) Reading (English), (2) self-concept, (3) teacher aides development of materials,

(4) social studies, (5) science, (6) math.

Thirteenth Activity. Periodic progress report of the Institute by participants. Conducted once a week for one hour under the guidance of the Institute Director, Dr. Joseph Michel. Committees such as "social activities" and "complaints" were formed. The Director was able to "feel" the participants' mood every week and to find out what problems existed, with the participants themselves proposing tentative solutions.

Relatedness of Formal Program Components

There was a close connection between the theoretical section and the workshops. The phonology diagnostic test developed by participants and staff became a continuation and educational application of what was previously studied in linguistics. The development of a reading method in Spanish confirmed on a practical level the theoretical understanding of bilingual education, and was in turn followed by examples of reading methods in English actually used in existing bilingual programs.

The development by participants of curriculum materials became at the same time an educational and a language skills exercise. The director of the Language Skills Section spent many hours suggesting changes, correcting, and editing Spanish materials presented by participants. Questions that arose while working on these materials became the basis for many hours of Spanish morphology and syntax.

Practice teaching in a bilingual situation gave not only a direct experience of what was being studied in the theoretical section, but was closely inspired by examples of bilingual teaching at Dade County, San Antonio, and Michigan as they had been presented by guest speakers in the Afternoon Workshop.

Techniques

Training in the following educational techniques became an important part of our Institute in its formal program:

1. Technique of teaching reading in Spanish to Spanish speakers. (See Workbook, units on reading.)
2. Technique for team-teaching (teacher-teacher aide) development of a basic vocabulary in Spanish, grades K-3. (See Workbook, sections on vocabulary.)
3. Technique for the development of basic units in Spanish, grades K-3. (See Workbook, section on units.)
4. Technique for the development of a diagnostic test in phonology (English-Spanish).
5. Technique in the planning, use, and evaluation of video tapes as an educational tool in a bilingual education classroom.

Materials

The Institute's philosophy on developing materials useful in a bilingual education classroom was that teachers should be encouraged to produce their own materials tailored to their own specific situations. No effort was spared to give participants confidence that they could indeed develop such materials working in teams and consulting with each other. The Workbook which accompanies and forms part of this report represents the best of their efforts in these five areas: (1) units, (2) vocabulary, (3) games, (4) dances, and (5) songs.

Informal Program

The informal program of the Institute was of utmost importance for the development of group identity among participants as well as for the feeling of togetherness with the Institute's Director and staff.

Two dress social affairs were significant. The Get Acquainted Dutch Buffet at Green Pastures Restaurant served the purpose of introducing participants one to another and to faculty and staff. The final banquet at the Highlands Room of the Castilian culminated the activities of the Institute.

Among other social activities greatly appreciated by participants, staff, and faculty were a get-together at the home of Dr. Joseph Michel, Institute Director, and a picnic at Zilker Park.

A very important part of the Institute's informal program was the lecture-discussion type of activity held two evenings a week. The following guests were invited to address the group and serve as discussion leaders to participants and staff:

1. Dr. Severo Gómez, Assistant Commissioner of Education, Texas Education Agency. Topic: "Bilingual Education in Texas."

2. Senator Joe Bernal, District 26 - Bexar County, Texas. Topic: "Bilingual Education and the Political Outlook."

3. Dr. Joe Cárdenas, Superintendent of Schools, Edgewood Independent School District, San Antonio. Topic: "Problems in Bilingual Education."

4. Dr. Thomas D. Horn, Chairman, Department of Curriculum and Instruction, The University of Texas at Austin. Topic: "Some Research Dealing with Spanish Speaking Children."

One Day Conference

Certainly one of the most successful and needed elements in the Institute was the one day conference for school administrators.

Superintendents, principals and supervisors from the school districts to which the participants belonged were invited to come in for a one day report on the Institute activities. The attached program shows the activities that were planned for the day. An overall view of Institute activities was given by Mr. Miller with use of slides, then individual participants described the various classes which formed their day. A video tape composite of some of the lessons that had been taught at Zavala by the participants was also shown to indicate desirable practices in bilingual teaching and received very favorable reactions.

In the afternoon Dr. Severo Gómez presented a picture of bilingual education in Texas and Mr. Daniel Carrillo de los Reyes did the same for the State of California. Mr. Ross Waddell, Principal of Garfield Elementary School in Del Rio described the problems that face the administrator in implementing the bilingual program.

A panel then answered the questions of all those in attendance.

It was a very satisfactory program with much interest and participation.

The morning part was perhaps a bit too popular and a suggested alternative would be to have the superintendents go through a shortened typical day of the Institute with the individual instructors answering questions. This would allow for greater participation throughout the day. The persons who attended the conference received an abbreviated report (See AB) which was representative of the work done by the participants themselves.

The one day conference is a very valuable part of the Institute and should definitely be continued for the future. It is an opportunity for discussing with administrators and clearing lines of communication. It also paves the way for participants who are returning to their own schools. More of this is needed in helping to disseminate a correct concept of bilingual education and its implications.

II.

F. Evaluation

The Director of the Institute, staff and participants often evaluated the diverse aspects of the program. The following represents a summary of our efforts in this matter:

1. Evaluation of the progress of the Institute in four faculty meetings. Director and staff.
2. Evaluation of the weekly schedule. Once a week. Director and staff.
3. Periodic progress report by participants. Director and participants. Once a week.
4. Evaluation of participants' Spanish language skills through administration of the MLA Cooperative Foreign Language Proficiency Test in Spanish.
5. Evaluation of video tapes of demonstration classes at Zavala Elementary School. Mr. Miller and participants. (See j)
6. Evaluation of speakers and instructors by participants. (See k)
7. Evaluation by instructors of their own courses. See "Staff" of Section II.

Perhaps the most comprehensive effort toward objective evaluation was done by the Institute Director, Dr. Joseph Michel. An evaluation form was devised and given to participants. Their responses constitute an exhaustive evaluation of all aspects of the Institute. See report, immediately following, entitled "Summary of Participants' Evaluation" in this section. All answers have been tabulated.

SUMMARY OF PARTICIPANTS' EVALUATION

Thirty-nine participants evaluated the Institute's program. Items were graded according to the following scale:

A	exceptionally good	D	poor
B	good	E	exceptionally poor
C	fair		

INSTITUTE OBJECTIVES

How realistic were the stated objectives of the Institute in terms of your own interests and job functions:

	A	B	C	D	E
1. To present the role of the bilingual teacher and teacher aide in a bilingual program	22	16	1		
2. To present modern methods of teaching the bilingual child	27	12			
3. To observe and discuss teaching methods and materials K-3	28	11			
4. To improve the foreign language skills (Spanish and English)of the participants	21	15	3		
5. To discuss culture and the bilingual	27	8	4		
6. To discuss methods of evaluating a bilingual program	11	24	3		
7. How well did the Institute fulfill its stated objectives	25	14			
8. Rate the Institute's effectiveness in making you a better teacher of the bilingual	28	10	1		

INSTITUTE PROGRAM: ORGANIZATION

9. How appropriate for you were the MLA tests administered at the beginning of the Institute?

   FIVE PARTICIPANTS HAD NO COMMENTS. IT WAS GENERALLY FELT TO BE APPROPRIATE. SOME FELT THEY HAD POOR BACKGROUND FOR THEM.

10. Evaluate the planning of the daily schedule. If your rating is "D" or "E", indicate on a separate page where you feel improvement could be made:

		A	B	C	D	E
11.	Daily schedule ended too late .... 3:30 LATEST PREFERRED	4	11	14	10	
12.	Sequence of classes	10	24	4	1	
13.	Amount of free time		19	16	4	

14. Other. Specify on a separate sheet.
TOO MANY EVENING SESSIONS.

15. Did you feel that class size was satisfactory for all sections of the Institute?
YES=39 NO=0

16. How did you feel about combining teachers and teacher aides?
ONLY ONE DEFINITELY OPPOSED. IT WAS GENERALLY FELT THAT IT CREATED A GOOD UNDERSTANDING BETWEEN THE TWO GROUPS.

Rate the amount of time allowed for each of the activities listed below using as a scale: (a) too much; (b) adequate; (c) too little.

		A	B	C
17.	Staff presentations	4	34	1
18.	Small group work and discussions	1	33	5
19.	Individual study time	3	20	16
20.	Informal exchange of ideas with colleagues		31	8
21.	Participant committee work		33	6

22. How long should this Institute be?
6 WEEKS=8; 7 WEEKS=1; 8 WEEKS=26
OTHER= 3 MONTHS. MORE LINGUISTICS.

How appropriate were the criteria used by the Director in selecting participants for this Institute?

23.	Knowledge of English and Spanish	16	18	3
24.	Teaching K-3	22	17	
25.	General teaching experience	13	23	2
26.	Evidence of potential as a leader	8	26	2
27.	Knowledge of elementary school curriculum ..	8	28	1

	A	B	C	D	E
This Institute required experience in teaching the bilingual child. Rate the desirability of having a major in:					
28. Spanish	18	16	4	1	
29. English	11	20	5	1	
30. Elementary school curriculum	20	16	1	1	
31. How do you feel the participants fulfilled their role in this Institute	18	19	1		
32. Rate the participants' work in committees	17	20	2		
33. Rate your personal growth during this Institute	25	13	1		
34. Rate the professional growth of the participants	23	15			
35. Would greater homogeneity of academic training and professional experience be beneficial to such an Institute? YES=29; NO=3; INDIFFERENT=1					
36. To what degree were the faculty members professionally competent and familiar with problems and developments in bilingual education?	29	10			
37. Evaluate the teaching methods and techniques used by the faculty in this Institute	27	10	1		
38. To what degree did the faculty exemplify positive leadership ability?	27	12			
39. Rate the general contribution made by visiting lecturers (evening program)	15	19	5		
40. What is the best time to schedule visiting lecturers? A.M.=14; AFTERNOON=14; EVENING=6 LESS TIMES A WEEK=5					
Rate the following classes in terms of their value to you:					
41. Culture and Civilization	27	11	1		
4					
42. Language Skills	29	7	3		
43. Bilingual Education	32	7			
44. Video taping	18	16	5		
45. Preparation of materials	27	11	1		
46. Actual teaching at Zavala	16	20	2	1	

	A	B	C	D	E
Seminars					
47. Dr. Andersson	25	12	2		
48. Mr. Michael Pool	39				
49. Dr. Herschel Manuel	31	6	2		
50. Mrs. Mary Esther Bernal	18	16	5		
51. Dr. Mario A. Benítez	39				
52. Mr. Harvey Miller	18	19	1	1	
53. Mr. Romo and Instructors	22	16	2		
54. Dr. Severo Gómez	24	9	7		
55. Mr. Ralph Robinette	10	21	7		
INSTITUTE PROGRAM: CONTENT					
57. Rate the effectiveness of individualized attention you received from members of the Institute and staff	24	12	3		
58. Rate the value of individual and committee work and reports	18	20	1		
59. Rate the value of the formal teaching at Zavala	12	22	4	1	
60. Rate the value of videotaping	18	16	5		
Rate the required textbooks during the Institute					
61. Dozer Marquand, D.: Latin America	5	9	1		
62. Finocciaro, M.: English as a Second Language from Theory to Practice	27	9	1		
63. Florit and Pratt: Retratos de Hispanoamérica	29	9	1		
64. Hanke, Lewis: Mexico and the Caribbean	3	10	2		
65. Hanke, Lewis: South America	4	9	2		
66. Ramos, Samuel: El perfil del hombre y la cultura de México	13	5	9		
67. Sarmiento, D.V.: Facundo	1	11	1		
68. UNESCO: Bilingualism in Education	14	15			
69. Rodó, J.E.: Ariel	3	9	1		

	A	B	C	D	E
70. How important are the materials which have been produced and distributed during this Institute?	33	3			
PHYSICAL FACILITIES					
Rate the following physical facilities:					
72. Rooms	20	13	4	1	
73. Food	10	17	10	3	
74. Lecture rooms	12	22	5		
75. Classrooms	12	18	9		
76. Discussion areas	13	23	2		
77. Other facilities	12	14	3		
ADMINISTRATION OF THE INSTITUTE					
78. How do you feel the Institute was organized and operated by the Director and Assistant Director? ...	37	1		1	
79. Rate the adequacy of secretarial and clerical help in terms of attitude and effort	36	3			
MISCELLANEOUS					
Rate the following:					
80. Field trips	5	16	12		
81. Cultural events	6	20	6		

82. Regarding organized extra-curricular activities, do you think the participants would have profited by having: (A) more; (b) same number; (c)fewer; (d) none at all.

MORE=16; SAME NUMBER=11; FEWER=6

Comment on the following:

83. To improve the effectiveness of future institutes for supervisors, indicate the areas of greatest concern for you.

a.	Training in the use of visual aids	5
b.	Supervisors must be sold on bilingual education	1
c.	Discussion of "hot" topics such as the competition in school and employment between the negro and the Mexican-American	1
d.	Discussion of the role of teacher aides	1
e.	Opportunity to see a bilingual program in action	2
f.	Production of materials. More time is needed	6
g.	More practice in language skills and less literature	2
h.	More emphasis on practice, less on theory	1
i.	More linguistics	3

84. What feature did you like the most in the Institute?

a.	Working relationship between instructors and participants	1
b.	Culture and civilization section	4
c.	Morning workshop	10
d.	Linguistics	10
e.	All our instructors	1
f.	Organization of the Institute	2
g.	Theory section: Child of the Southwest	2
h.	Personal interest of instructors	3
i.	The initial get-acquainted banquet	1
j.	The feeling of being important we received	1
k.	Resource speakers	1
l.	Language Skills Section	1
m.	The Castilian	1
n.	Videotaping	1

85. What feature did you like the least?

a.	Too many evening sessions	17
b.	Schedule too long	6
c.	Videotaping	1
d.	Lack of time for individual study	3
e.	Lack of organization in Language Skills Section	1
f.	Too many absences and being tardy by participants	1
g.	Having to take all three meals at the Castilian	1
h.	Lack of enrichment activities	1
i.	Lack of "empathy" from instructors	1
j.	Classrooms too cold	1
k.	Teaching at Zavala	1
l.	The Language Skills Section	1
m.	The fact that some participants did not take courses for credit, and consequently did not seem interested	2
n.	Personal conflicts among participants	1
o.	Presentations by publishers	1
p.	Afternoon Workshop	2
q.	Afternoon speakers (one excepted)	1
r.	Culture and Civilization Section	1
s.	Long sitting afternoon hours	1

86. What suggestions would you offer?

a.	A better organized afternoon workshop	2
b.	Less emphasis on the mechanics of videotaping	1
c.	More time for Morning Workshop	6
d.	More time for Linguistics Section	4
e.	Have training in the use of AV equipment such as the tape-recorder, laminating, etc.	3
f.	Have an authority such as a elemnetary supervisor to bring new ideas	1
g.	The Theory Section should be shorter (1 hr. a day)	1
h.	Have instructors in language skills from not so many different nations	1
i.	Shorter break in the morning and longer in the afternoon or shorter breaks and finish day earlier	1
j.	Less listening and more practice in Language Skills Section	1

III. Conclusions

Strong Points

1. The staff and faculty proved exceptional.
2. The program met the proposed objectives of the Institute.
3. Participants acquired the skill of writing their own materials, and were made aware of the necessity of carefulness and correction.
4. Participants were instructed in the construction of these materials.
5. By the time the Institute was over, a book of materials had been prepared by the participants and was in their hands.
6. Participants acquired confidence in themselves and in their work. This was particularly striking since they came in as a frightened and timid group and left with manifest self-assurance.
7. The one day conference was highly successful, as evidenced by participants' and administrators' reactions.
8. The Institute was a relaxed institute, practically problem-free, with a wonderful esprit de corps and enthusiasm among participants and faculty.
9. Fifteen hours of video taped lessons are in the Foreign Language Education Center Library showing good practices in bilingual education.
10. Two bibliographies were prepared. The first is a complete list of all bilingual books and materials in the FLEC Library. The second is a practical listing for schools beginning a bilingual program.

Weak Points

1. Whereas teachers and teacher aides were trained, this is not the ultimate calibre of leadership that is needed for bilingual education. A

leadership institute, or fellowship program preferably, is needed for the formation of this type of person.

2. An institute of this type communicates knowledge and skills but we have no way of knowing whether they will be implemented. There should be a systemic check to see what impact the Institute has on the local teaching situation.

3. Due to a lack of funds, any sort of provision for a follow-up had to be omitted.

4. Only a start was made in the content and skills that need to be imparted to the teachers.

5. No serious problems seemed to have arisen by having teachers and teacher aides together. But teacher aides need more attention, more preparation and more reassurance. They were able to get help from the teachers.

In summary, directing the Institute was a totally gratifying experience. The faculty were highly qualified and did an excellent job, the participants were enthusiastic and eager to learn. It is regrettable that none of the organization which was set up for the Institute will be able to continue to operate within the university system. From this point of view, the Director cannot help but have a feeling of futility at the great amount of work which proves of so evanescent a character.

IV.

A. Evaluation Studies

In addition to the following pages, see other evaluative data and the instruments used to obtain them in Section II, F. Evaluation.

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES
MLA Cooperative Foreign Language Proficiency Tests in Spanish
Form HA given on June 9, 1969

NAME	READING		LISTENING		SPEAKING		WRITING	
	Scaled Score	%ile*	Scaled Score	%ile*	Scaled Score	%ile*	Scaled Score	%ile*
Benavides, Rosa Linda	44	60	39	50	71	62	45	48
Cárdenas, Cleotilde	48	70	46	73	67	55	51	60
Cerda, Lilia B.	38	38	48	78	65	50	41	38
Córdova, Johnny G.	32	15	42	60	69	58	34	20
Dábila, Jesse G.	54	85	38	45	74	67	56	73
Dickson, Nova B.	44	60	40	53	70	60	31	15
Estrada, Lola	52	80	46	73	71	62	52	63
Fernández, María C.	48	70	50	85	72	63	54	68
Flores, Eugenia	41	50	33	20	57	33	36	25
Galindo, Emma H.	48	70	43	63	69	58	51	60
García, Margarita T.	41	50	49	80	71	62	34	20
García, Matilde E.	49	73	45	70	73	65	50	58
García, Minerva G.	58	91	51	88	92	90	69	94
Garza, Guillermina	50	75	51	88	79	75	66	90
Garza, Ruth O.	51	78	48	78	69	58	55	70
González, Mélida G.	52	80	50	85	80	77	63	85
Hernández, Antonia	43	55	41	55	70	60	51	60
Hernández, Lilia	51	78	53	93	67	55	66	90
Herrera, Martha	42	53	44	65	75	68	40	35
Martínez, Ebelia G.	58	91	49	80	74	67	65	88

NAME	READING		LISTENING		SPEAKING		WRITING	
	Scaled Score	%ile*	Scaled Score	%ile*	Scaled Score	%ile*	Scaled Score	%ile*
Matamoros, Modesta	37	35	48	78	68	57	34	20
Merkle, Ofira G.	39	40	43	63	78	74	37	28
Otero, Corine M.	41	50	47	75	63	45	39	33
Peña, Graciela	51	78	41	55	66	53	42	40
Peña, María B.	48	70	54	95	79	75	59	78
Rivera, Mary L.	49	73	52	90	71	62	44	45
Rocha, Lydia T.	52	80	53	93	76	70	57	75
Rodríguez, Guadalupe S.	48	70	47	75	78	74	45	48
Rodríguez, Mary	35	25	40	53	54	27	22	01
Rodríguez, Reynaldo R.	47	68	46	73	82	79	58	77
Sáenz, Edelmira H.	50	75	52	90	74	67	52	63
Sáenz, Gloria A.	40	45	50	85	72	63	55	70
Sáenz, Humberto	44	60	51	88	94	91	49	57
Saucedo, Ofelia	50	75	53	93	66	53	46	50
Solís, Yolanda L.	56	89	52	90	74	67	59	78
Tagle, María E.	44	60	50	85	72	63	55	70
Utley, Marie	41	50	49	80	81	78	44	45
Valenzuela, Lucila	33	20	41	55	68	57	34	20
Vidaurri, Nancy A.	43	55	45	70	68	57	47	53

*Percentile ranks based on participants of NDEA Foreign Language Institutes, 1961-1967

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES
MLA Cooperative Foreign Language Proficiency Tests in Spanish
Form HB given on July 25, 1969

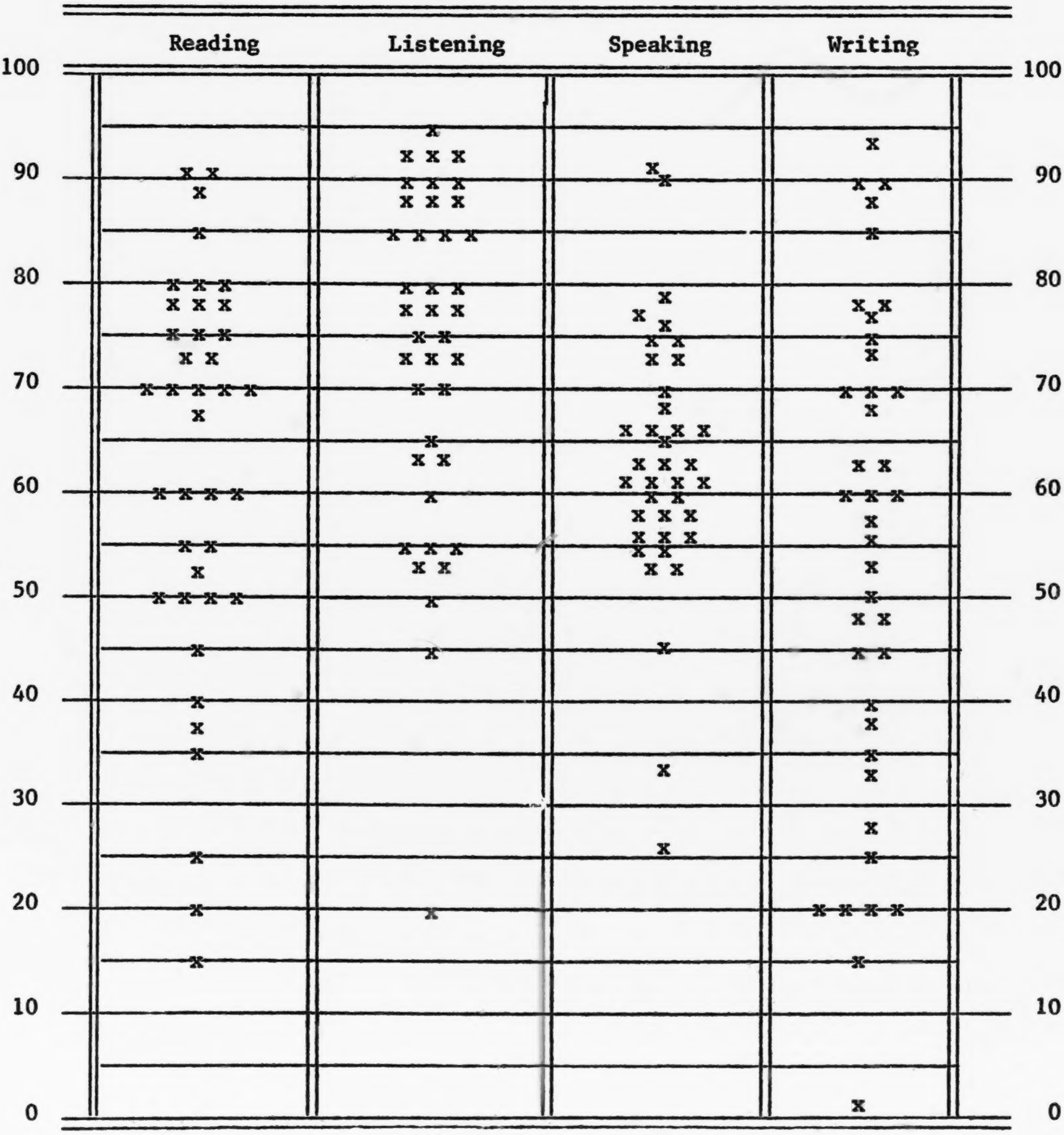
NAME	READING		LISTENING	
	Scaled Score	%ile*	Scaled Score	%ile*
Benavides, Rosa Linda	42	40	48	70
Cárdenas, Cleotilde	45	50	52	85
Cerda, Lilia B.	37	20	48	70
Córdova, Johnny G.	36	18	47	65
Dábila, Jesse G.	37	20	38	30
Dickson, Nova B.	37	20	47	65
Estrada, Lola	49	65	44	53
Fernández, María C.	44	48	53	90
Flores, Eugenia	39	30	46	60
Galindo, Emma H.	49	65	55	95
García, Margarita T.	37	20	48	70
García, Minerva G.	60	93	51	80
García, Nellie	54	80	49	75
Garza, Guillermina	51	73	51	80
Garza, Ruth O.	47	60	52	85
González, Mélida G.	51	73	48	70
Hernández, Antonia	42	40	49	75
Hernández, Lilia	57	86	52	85
Herrera, Martha	48	63	48	70
Martínez, Ebelia G.	59	90	50	78

Due to delayed scoring of the Speaking and Writing post test, results cannot be included in this report.

NAME	READING		LISTENING	
	Scaled Score	%ile*	Scaled Score	%ile*
Matamoros, Modesta	43	45	46	60
Merkle, Ofira G.	37	20	48	70
Otero, Corine M.	44	48	54	93
Peña, Graciela	47	60	48	70
Peña, María B.	55	83	52	85
Rivera, Mary L.	46	55	53	90
Rocha, Lydia T.	58	88	52	85
Rodríguez, Guadalupe S.	40	35	51	80
Rodríguez, Mary	38	25	45	55
Rodríguez, Reynaldo R.	53	78	46	60
Sáenz, Edelmira H.	46	55	50	78
Sáenz, Gloria A.	45	50	54	93
Sáenz, Humberto	51	73	47	65
Saucedo, Ofelia	48	63	51	80
Solís, Yolanda L.	57	86	54	93
Tagle, María E.	44	48	52	85
Utley, Marie	44	48	47	65
Valenzuela, Lucila	40	35	47	65
Vidaurri, Nancy A.	45	50	50	78

*Percentile ranks based on participants of NDEA Foreign Language Institutes, 1961-1967

CHART SHOWING RESULTS OF THE MLA PROFICIENCY EXAM
ADMINISTERED AS A PRE TEST
TO THE EPDA BILINGUAL INSTITUTE PARTICIPANTS
JUNE 9, 1969



Percentile ranks based on participants
of NDEA Foreign Language Institutes, 1961-1967.

EPDA INSTITUTE FOR BILINGUAL TEACHERS & TEACHER AIDES

SUMMER 1969

SCIENCE SUPPLEMENT

The Foreign Language Education Center
The University of Texas at Austin

UNIDAD: Las estaciones

GRADO: Primero

AUTORES: Corine Otero
Lilia Hernández
Nellie García

Introducción

Esta unidad abarca todo el año. El estudio de cada estación se presenta poco a poco usando incidentes diarios y relacionándolos con la estación actual. Al fin del año se hará una evaluación general para poder apreciar el progreso de los niños.

Objetivos

1. Identificar las estaciones del año.
2. Reconocer los cambios que traen las estaciones:
    a. semejanzas
    b. contrastes
3. Darse cuenta de cómo influyen las estaciones en nuestras vidas:
    a. en el uso de la ropa
    b. en el trabajo
    c. en las diversiones
4. Darse cuenta de cómo influyen las estaciones en nuestros alrededores:
    a. en los animales
    b. en la tierra
    c. en la atmósfera
5. Reconocer qué objetos en los Estados Unidos son característicos de cada estación:
    a. El otoño
        (1) hojas secas
        (2) calabazas
        (3) nueces y otras semillas
    b. El invierno
        (1) nieve y escarcha
        (2) ...
    c. La primavera
        (1) los retoños
        (2) la lluvia
        (3) regreso de los animalitos
    d. El verano
        (1) frutas
        (2) guías de vacaciones (mapas)

Procedimiento

1. La discusión de las estaciones puede comenzar mostrando a los niños objetos típicos de cada estación (hojas, frutas, nueces...) Estos objetos pueden ser traídos a la escuela por los niños o por la maestra.

2. Convendría llevar a los niños a un paseo para que observen la naturaleza. Los siguientes pasos son importantes:
    a. Preparen a los niños con anterioridad.
    b. Díganles a dónde van y por qué.
    c. Sugiéranse varias cosas que los niños deben observar.
    d. Al regreso permítase que los niños relaten lo que hayan visto.

3. Puede preguntarse a los niños si observaron cambios en la naturaleza al venir a la escuela.

4. Hágase hincapié en las diferencias que existen entre las diversas estaciones. Al mismo tiempo debe aclararse que los cambios son graduales.

5. Dejen que los niños contrasten y comparen la estación del momento con la que acaba de pasar. Nótese la diferencia en:
   - a. la ropa que se usa.
   - b. el clima

6. Muéstrense características que correspondan a las estaciones en diversas partes del país, aunque los niños no las hayan observado personalmente.

Materiales

1. Cuadros, pinturas, dibujos o fotografías que enseñen:
   - a. características de cada estación.
   - b. animales preparándose para cada estación.
   - c. diversas actividades propias de cada estación.

2. Un termómetro.

3. Colección de semillas listas para sembrar. Cajas para semilleros.

4. Revistas.

Actividades

1. Paseo para observar la naturaleza.

2. Arte:

   - a. Exhibir objetos encontrados en el paseo.
   - b. Dibujar algo de lo que vieron en el paseo.
   - c. Hacer impresiones gráficas de hojas.
   - d. Hacer formas de hojas, flores, copos de nieve, etc.
   - e. Usando tiza blanca y papel azul formen un dibujo de nieve.
   - f. Usen tiza de color sumergida en pintura "tempera" para formar escenas pintorescas del otoño, primavera, invierno y verano.
   - g. Usen "papel-roto-a-mano" para decorar mariposas.
   - h. Construyánse mariposas y flores con papel de china.
   - i. Construyánse mariposas y flores con papel crepé. Si es posible, traten de conseguir efecto tri-dimensional.
   - j. Corten mariposas de papel y dóblenlas por la mitad. En uno de los lados se dejan caer gotas de pintura de varios colores. De ese modo, al juntar las dos mitades quedan pintadas ambas alas.
   - k. Pinten siluetas de flores, mariposas, hojas, etc. La forma del objeto que se desea reproducir debe ponerse sobre papel o cartulina. Hacen falta: (1) tela metálica (ocho pulgadas de distancia sobre el papel); (2) cepillo de dientes; (3) pintura.

3. Juegos:

Los árboles y la ardilla

Dos niños, parados frente a frente y con los brazos entrelazados, forman un árbol. Un tercer niño se coloca en el medio haciendo de ardilla. Los otros alumnos forman un círculo de "árboles" y "ardillas" dejando siempre un niño de más en el centro del círculo. Al darse la señal, los niños que hacen de ardillas tienen que formar árboles y viceversa.

4. Canciones de acuerdo con las distintas estaciones del año.

5. Con acompañamiento de música apropiada dejen que los niños imiten la acción de hojas al caer, lluvia, copos de nieve, flores meciéndose en la brisa, pájaros volando, etc.

6. Declámense poesías acerca de las diversas estaciones.

7. Actividades físicas: recoger frutas (del árbol o del suelo), rastrillar hojas secas, palear nieve, salpicar en el agua, correr en charcos de agua, nadar, etc.

8. Imitar los sonidos típicos de las estaciones como el viento que sopla, el caer de la lluvia, el trueno, el canto de los pájaros.

Evaluación

1. Que cada alumno dibuje un cuadro ilustrando su estación favorita.
2. Que todos los alumnos participen en crear un mural.
3. Que cada alumno sepa identificar correctamente la estación indicada por la maestra en hojas con dibujos variados de diferentes estaciones.

Poesías apropiadas

Yo vengo del cielo,
yo bajo de allá,
canto muy contenta
tipi, tipi, ta...

Mojo los tejados
las calles también
y a las florecitas
les calmo la sed.

Soy ______
(p.7)

Cosecha

Campesino, campesino,
es tiempo de cosechar;
octubre ya ha llegado,
tu maíz maduro está.

Por tus continuos cuidados
la cosecha es hoy mayor
y tu trabajo en los campos
hará un México mejor.

-- Laura Domínguez
(p.62)

M. Gómez Cárdenas y L. Rodríguez de Dovalina. *Ejercicios prácticos de lenguaje*. 2do. Año. Segundo Libro. México: MYL, n.d.

Primavera

La alondra canta en su nido
arrullando a su bebé
y en el jardín los rosales
comienzan a florecer.

Todo de luz se ha llenado,
todo parece crecer;
la primavera ha llegado
en un tibio amanecer.

-- Aurora Rivera
(p.24)

Calor

Cómo se ha sentido
fuerte hoy el calor!
Todos visten telas
frescas de algodón.
Ya los niños llevan
sombreros de palma
y así el sol tan fuerte
soportan con calma.
Cruzan por el cielo
nubes muy ligeras
Para que refresque
yo quiero que llueva!

-- Laura Domínguez
(p.65)

M. Gómez Cárdenas y L. Rodríguez de Dovalina. *Ejercicios prácticos de lenguaje*. 2do. año. Primer Libro. México: MYL, n.d.

La lluvia

Van cayendo las gotitas,
van cayendo más y más,
son gotitas de agua clara
que parecen de cristal.
Cuando bajan a la tierra
bailan, cantan sin cesar
haciendo un ruido argentino
cual campanas de cristal.

-- Julia P. de Hernández
(p.6)

Lluvia

Esta mañana en la escuela
tuvimos mucho calor
pero en la tarde la lluvia
el ambiente refrescó.
Es la lluvia nuestra amiga
que el calor viene a quitar
y pone el campo bonito
para correr y jugar.

-- Laura Domínguez
(p.35)

M. Gómez Cárdenas y L. Rodríguez de Dovalina. *Ejercicios prácticos de lenguaje*. 2do. año. Segundo Libro. México: MYL, n.d.

ED031464

AB

EPDA INSTITUTE FOR BILINGUAL TEACHERS & TEACHER AIDES

SUMMER 1969

A REPORT
TO
ADMINISTRATORS

by

The Staff and Participants

of the

EPDA Institute for Bilingual Teachers & Teacher Aides
The Foreign Language Education Center
The University of Texas at Austin

June 9-August 1, 1969

SP003006

INTRODUCTION

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Staff I-4

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Schedule I-9

FOREWORD

Between June 9 and August 1, 1969 four full-time staff members assisted by four part-time instructors, numerous consultants and lecturers, an administrative secretary, a bilingual secretary, ten graduate assistants, and five representatives from publishing companies worked in close collaboration with thirty-nine bilingual elementary-school teachers and teacher aides from seventeen different Texas school systems and one California school system on an institute of intensive training in bilingual education for bilingual teachers and teacher aides. We want to share with our fellow administrators some results of our Institute. This is the purpose of the present report.

Teaching Staff

Joseph Michel, Director
Mario Benítez, Assistant Director
Angel Aguirre
Theodore Andersson
Mary Esther Bernal
Herschel Manuel
Harvey Miller
Michael Pool

Graduate Assistants

Alvaro Romo de la Rosa, Coordinator
Carmen Corona
Lucía Elías-Olivares
Marilyn McGivney
Fernando Ponce
Michael Pool
Emilia Rodriguez
Mónica Ribadeneira
James Salterio
Marjorie Wall

Office Staff

Mrs. Winona Alff, Administrative Secretary
Mrs. Claricia Calvillo, Bilingual Secretary
Susan Cash, Clerical Assistant
Linda Lee, Clerical Assistant

Lecturers and Consultants

Carrahlee Benítez
Senator Joe Bernal, District 26-Bexar County Texas
Dr. Joe Cárdenas, Superintendent of Schools, Edgewood ISD, San Antonio
Jay Dick, Collier-MacMillan Publishing Company
Dr. Severo Gómez, Texas Education Agency
Louise Greenwood, Houghton-Mifflin Company
Dale Logan, Economy Publishing Company
Carlos Rivera, W.S. Benson Company
Ann Greer Shaw, McGraw-Hill Publishing Company

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES

SUMMER 1969

PARTICIPANTS

ALICE
- Alice ISD
  - Margie García (teacher)
  - Ebelia Martínez (teacher)

AUSTIN
- Creedmoor
  - Ofelia Saucedo (teacher)
- Ortega School
  - Nova Dickson (teacher)
  - Modesta Matamoros (aide)
- Zavala
  - Edelmira Sáenz (teacher)
  - Emma Galindo (teacher)
  - Martha Herrera (aide)

BROWNSVILLE
- Brownsville ISD
  - Minerva García (teacher)

DEL RIO
- Del Río ISD
  - Johnny Córdova (teacher)
  - Christina Fernández (teacher)
  - Lydia Rocha (teacher)
  - Mary Lou Rivera (aide)
- San Felipe ISD
  - Nellie García (teacher)

LA JOYA
- La Joya ISD
  - Eugenia Flores (aide)
  - Graciela Peña (aide)
  - Guadalupe Rodríguez (teacher)

LAREDO
- United Consolidated ISD
  - Reynaldo Rodríguez (teacher)

MC ALLEN
- Central Elementary School
  - Mary Rodríguez (aide)
  - María Elena Tagle (aide)

MERCEDES
- Mercedes ISD
  - Yolanda Solís (teacher)

OXNARD, CALIFORNIA
- Hueneme School Dist.
  - Corine Otero (teacher)

POST
- Post ISD
  - Lucila Valenzuela (teacher)

ROCKSPRINGS
- Rocksprings ISD
  - Lilia Cerda (aide)

SAN ANGELO
- San Angelo ISD
  - Ofira Grace Merkle (teacher)
  - María Belia Peña (teacher)

SAN ANTONIO
- San Antonio ISD
  - Marie Utley (teacher)
  - Guillermina Garza (aide)

SLATON
- Slaton ISD
  - Jesse Dábila (teacher)

WESLACO
- Weslaco ISD
  - Humberto Sáenz (teacher)
  - Gloria Sáenz (teacher)
  - Lilia Hernández (aide)
  - Cleotilde Cárdenas (aide)

WICHITA FALLS
- Wichita Falls ISD
  - Lola Estrada (teacher)

ZAPATA
- Zapata County ISD
  - Antonia Hernández (teacher)
  - Mélida González (teacher)
  - Ruth Garza (aide)
  - Rosalinda Benavides (aide)
  - Nancy Vidaurri (aide)

PARTICIPANTS

Teachers

Johnny Córdova (fourth grade)
116 Jodobo Drive
Del Rio, Texas
Garfield Elementary
Del Rio ISD

Jesse Dábila (third grade)
610 South Sixth St.
Slaton, Texas
Slaton ISD
P.O. Box 12

Nova Dickson (fourth grade)
4411 Airport, #127
Austin, Texas
Ortega Elementary
1135 Garland

Lola Estrada (first grade)
1508 Bluff
Wichita Falls, Texas
Wichita Falls Public Schools
413 Bluff St.

Christina Fernández (first grade)
907 Pierce Street
Del Rio, Texas
Garfield Elementary
Del Rio ISD

Emma Galindo (first grade)
3507 Pecan Springs Rd.
Austin, Texas
Zavala Elementary
310 Canadian

Margie García (third grade)
516 Loma Street
Alice, Texas
Salazar School
1028 Pierce

Minerva García (first grade)
802 Lakeside Drive
Brownsville
El Jardín Elementary
6911 Boca Chica

Nellie García (first grade)
504 Hudson St.
Del Rio, Texas
Stephen F. Austin School
300 Chapoy

Mélida González (second grade)
P.O. Box 183
Zapata, Texas
Zapata Elementary
P.O. Box 158

Antonia Hernández (kindergarten)
2001 Lincoln St.
Laredo, Texas
Zapata County ISD
Zapata, Texas

Ebelia Martínez (first grade)
P.O. Box 35
San Diego, Texas
J. Luz Sáenz Elementary
800 S. Johnson
Alice, Texas

Ofira Grace Merkle (kindergarten)
2758 Tech Ave.
San Angelo, Texas
Bradford Elementary
1202 E. 22nd

Corine Otero (kindergarten)
605 Channel Island Blvd., Apt. #3
Oxnard, California
Richard Bard School
354 N. 3rd
Port Hueneme, California

María Belia Peña (kindergarten)
1156 East 24 1/2 Street
San Angelo, Texas
San Angelo Public Schools
100 W. Magdalen

Lydia T. Rocha (first grade)
310 Linda Vista St.
Del Rio, Texas
Del Rio ISD

Teachers (Continued)

Guadalupe Rodríguez (first grade)
Route 1, Box 456-C
Mission, Texas
La Joya ISD
La Joya, Texas

Reynaldo Rodríguez (fourth-fifth-sixth grades)
426 Candlewood Dr.
Laredo, Texas
United Cons. ISD
Laredo, Texas

Edelmira Sáenz (first grade)
900 Herndon Lane
Austin, Texas
Zavala Elementary
310 Canadian

Gloria Sáenz (first grade)
919 South Texas
Weslaco, Texas
Weslaco ISD

Humberto Sáenz (third grade)
919 South Texas
Weslaco, Texas
Weslaco ISD

Ofelia Saucedo (first grade)
4320A James Casey
Austin, Texas
Creedmoor School
Del Valle ISD
Del Valle, Texas

Yolanda Solís (kindergarten)
138 North Missouri Ave.
Mercedes, Texas
West Elementary
Mercedes ISD
1225 S. Washington

Marie Utley (second grade)
208 Westminster
San Antonio, Texas
Brewster School
San Antonio ISD

Lucila Valenzuela (first grade)
109B South Avenue M
Post, Texas
Post ISD

PARTICIPANTS

Teacher Aides

Rosalinda Benavides (first grade)
P.O. Box 9
San Ygnacio, Texas
A.L. Benavides Elementary
Zapata County ISD

Cleotilde Cárdenas (not yet known)
700 N. Louisiana St.
Weslaco, Texas
Weslaco ISD

Lilia Cerda (first grade)
P.O. Box 527
Rocksprings, Texas
Rocksprings ISD

Eugenia Flores (not yet known)
P.O. Box 121
Los Ebanos, Texas
La Joya ISD
La Joya, Texas

Guillermina Garza (not yet known)
234 W. Harlan
San Antonio, Texas

Ruth Garza (first grade)
P.O. Box 22
San Ygnacio, Texas
A.L. Benavides Elementary School
Zapata County ISD

Lilia Hernández (not yet known)
409 Mesquite
Weslaco, Texas
Weslaco ISD

Martha Herrera (first grade)
2603 Hidalgo St.
Austin, Texas
Zavala Elementary
310 Canadian

Modesta Matamoros (first grade)
5230 Ledesma
Austin, Texas
Ortega Elementary
1135 Garland

Graciela Peña (not yet known)
P.O. Box 124
Los Ebanos, Texas
La Joya ISD
La Joya, Texas

Mary Lou Rivera (not yet known)
200 Cochran St.
Del Rio, Texas
Garfield Elementary
215 W. Garfield

Mary Rodríguez (first grade)
1108 Erie St.
McAllen, Texas
Central Elementary
110 South 10th

María Elena Tagle (third grade)
1303 South 14 1/2 Street
McAllen, Texas
Central Elementary
110 South 10th

Nancy Vidaurri (first grade)
P.O. Box 466
Zapata, Texas
Zapata County ISD

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES
June 8-August 1
SUMMER 1969
SKELETON WEEKLY SCHEDULE

Sunday, June 8: Get Acquainted Dutch Buffet-Green Pastures
Monday, June 9: Orientation, Registration, MLA Proficiency Exam, Pre tests in Spanish
Tuesday, June 10: Begin Regular Schedule as below:

PARLIN HALL 105

8-9:30 a.m. Ed. C. 684P.1 Elementary Bilingual Instruction
Weeks of: June 10-20 Dr. Theodore Andersson
June 23-July 11 Michael Pool
July 14-18 Dr. Herschel Manuel
July 21-31 Mary Esther Bernal

9:30-10:00 Coffee

10-10:50 Morning Workshop-Practice Dr. Mario Benítez

11-11:50 Spanish and English Language Skills In groups: Coordinated by Alvaro Romo de la Rosa

12-1 Lunch at the Castilian

1-1:50 Spanish 322k Civilization of Spanish America Dr. Angel Aguirre

2-3:50 Afternoon Workshop-Program Demonstration
Harvey Miller plus the following consultants:

June 19-20	Josué González
June 26-27	Dr. Herminia Cantero
June 30-July 1	Gladys Blankenship
July 7-8	Ralph Robinette
July 16-17	A. N. Vallado
July 24-25	A. E. García

6:30-8 p.m. (Tuesdays & Thursdays only) Lecturers and Films as follows:

WOOLDRIDGE HALL 101

June 17	Senator Joe Bernal
June 19	Folk dancers - Zavala School
June 24	Film: The Nature of Language & How it is Learned
June 26	Film: The Sounds of Language
July 1	Film: Words and Their Meaning
July 8	Film: The Organization of Language
July 10	Mrs. Mario Benítez
July 15	Mrs. Mario Benítez
July 17	Dr. Severo Gómez
July 22	Dr. Joe Cárdenas
July 24	Dr. T. D. Horn

Friday, July 25, 9-11: MLA Proficiency Exam, Post tests in Spanish
Friday, August 1: 8-5 p.m. ONE DAY WORKSHOP for Administrators

Beginning with the first week, participants will alternate speaking Spanish the first week, then English, in order to improve their language proficiency as bilinguals.

BIBLIOGRAPHY

The following list represents a selection of books which have been helpful in the creation of curriculum materials in Spanish, and in the development of basic school libraries in Spanish for children. It is not a comprehensive list of Spanish materials and should not be considered an adequate selection of what is currently in print.

A list such as this one is an attempt to solve a problem frequently encountered by school administrators and directors of bilingual programs: "We have no books in Spanish. How do we get started?" It is hoped that the books here recommended can get a school district "started."

Teachers who are asked to develop Spanish materials cannot do so in a vacuum. They must have a basic although small reference library. Without it their task becomes very difficult and quite expensive. It may take a group of teachers fifteen minutes to decide the type of expression that would be appropriate in a unit. With proper references this problem can be solved in fifteen seconds.

Although a large percent of elementary school children in some schools are Spanish speakers, very seldom are books in Spanish for them found in school libraries. If a bilingual program is going to develop properly and carry a full cultural impact, it is imperative that children be surrounded by books written in Spanish. The cost of such a library is quite moderate. The benefits to be derived are great.

It is estimated that all the books suggested in this list will cost in the vicinity of $350.00. Included in this figure are records also.

All books listed which are published in the United States may be purchased through regular channels. Names and addresses of jobbers are given for books or records from foreign sources. Prices offered are to be understood as approximate and not exact. They are, of course, subject to change by publishers or distributors at any time.

The Foreign Language Education Center of the University of Texas at Austin has accumulated a sizeable library of materials published in Spanish. A catalog of Spanish holdings has been printed recently. Inquiries are welcome to the librarian of the Center.

READING: FIRST LEVEL

Reference

Torres Quintero, Gregorio. El método onomatopéyico. México: Editorial Patria, 1968. SOFTBOUND. $1.24.

A widely used system of teaching reading throughout Mexico. Phonic approach. Detailed instructions to teachers on each unit.

Southwest Educational Development Laboratory. Las Vocales. Las Consonantes. Accompanied by Teacher's Manuals. 7 Vols. Experimental Edition. Austin: Southwest Educational Development Laboratory, 1968. SOFTBOUND.

A basic resource material for teachers who wish to teach reading in Spanish to Spanish speaking children. Phonic approach is used. Extensive number of activities and different evaluations are offered. Very comprehensive at the initial level of reading.

Readers

The following books may constitute a basic library for students who are at the first level of reading:

Laidlaw Series. Por el mundo del cuento y la aventura. 5 Vols. River Forest, Illinois: Laidlaw Brothers, Inc. HARDBOUND. $7.23.

This is a series of basic texts for Latin American children. The first five volumes are appropriate to this level. Series sponsored by the Department of Education, Puerto Rico.

Toray Series. Cuentos abuelita. 20 Vols. Barcelona, Spain: Ediciones Toray, n.d. Complete collection may be bought through Adler's Foreign Books, Inc., 162 Fifth Avenue, New York, N.Y. 10010. SOFTBOUND. $10.00 for complete collection.

Stories of animals. Very simple Spanish. Suggested for children ages 6-10. Each volume has 16 pages fully colored. Plastic binding. Colorful covers.

Susaeta Series. Colección Edilux. 3 Vols. Madrid, Spain: Ediciones Susaeta, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $3.00 for complete collection. HARDBOUND.

A series specially designed for beginners. Varied topics. Suggested for children 6-7. Pages are fully colored. Plastic binding. Colorful covers.

Aguilar Series. Colección libros para mirar. 12 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $8.00 for all volumes. SOFTBOUND.

Topics in this series are the time of day, the sky, the earth, the city, the country, the family, the circus, domestic animals, etc. Series is suggested for children of up to 7 years. Volumes range from thirty to one-hundred pages. Fully colored.

La Galera Series. Colección la galera de oro. 13 vols. Barcelona, Spain; Ediciones La Galera, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $18.00 for all volumes. HARDBOUND.

Series suggested for children ages 7-8. Varied topics. Each volume has 28 pages fully colored, vocabulary, questionnaire, songs, and activities.

La Galera Series. Colección la ruta del sol. 12 vols. Barcelona, Spain: Ediciones La Galera, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $6.00 for all volumes. SOFTBOUND.

This series follows the "route" of the sun through the year. Suggested for children 8-9. Profusely illustrated, fully colored.

READING: INTERMEDIATE AND ADVANCED LEVELS

The following books may constitute a basic library for children up to twelve years of age.

Aguilar Series. Colección The Blue Globe. 10 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $8.00 for all volumes. HARDBOUND.

Topics in this series are songs from Spain, games to be played outdoors, for girls only, how to make toys, puppet plays, animal stories, etc. Series is suggested for children 8-10. Volumes range from sixty to over one-hundred pages. Fully colored.

Aguilar Series. Colección The Green Globe. 23 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $30.00 for all volumes. HARDBOUND.

Series is almost entirely devoted to myths and legends throughout the world. Suggested for children 10-12. Volumes range from ninety to over one-hundred pages.

Toray Series. Cuentos clásicos Toray. 32 vols. Barcelona, Spain: Ediciones Toray, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. SOFTBOUND. $22.00 for complete collection.

Series presents the stories of Grimm, Perrault, Andersen, etc. Each volume has twenty-four pages. Profusely illustrated. Colored covers.

Campanilla Series. Colección Campanilla. 26 vols. Barcelona, Spain: Editorial Juventud, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. HARDBOUND. $30.00 for complete collection.

Series designed for children 7-12. Varied topics. Each volume has approximately twenty pages. Colored covers and fully illustrated.

MATHEMATICS

Laidlaw Series. E. T. Blanco, et al. Los Primeros Pasos en Aritmética. Book I and Book II with Teacher's Guides. 4 vols. River Forest, Illinois: Laidlaw Brothers, 1966. SOFTBOUND. $3.00 per series.

Laidlaw Series. E. T. McSwain, et al. Matemática. Books III, IV, V, and VI with Teacher's Guides. 8 vols. River Forest, Illinois: Laidlaw Brothers, 1966. HARDBOUND all volumes. $22.80 per series.

Both of these series were written (in their Spanish form) under the sponsorship of the Department of Education, Puerto Rico. Colorfully printed.

Fondo Educativo Interamericano Series. Robert E. Eicholz. Matemática para la educación primaria. Books Pre-Primary (2), I, II, III, IV, V, and VI with seven Teacher's guides. 15 vols. Bogotá, Colombia: Fondo Educativo Interamericano, S.A., 1968. SOFTBOUND. $12.00 per series.

This is the first Spanish edition of Elementary School Mathematics published in 1968 by Addison-Wesley. All concepts in new math are incorporated. Colorfully printed.

SCIENCE

Laidlaw Series. Edwina Jones,et al. El camino hacia la salud. Books I, II, III, IV, V, and VI. 6 vols. River Forest, Illinois: Laidlaw Brothers, 1959... HARDBOUND. $10.50 per series.

Written under the sponsorship of the Department of Education, Puerto Rico.

Heath Series. Herman and Nina Schneider. Serie de ciencia. Books I, II, III, IV, V, and VI. 6 vols. Boston: D. C. Heath and Co., 1961. HARDBOUND. $11.00 per series.

This series has been adapted to the experience level of the Latin American child (Puerto Rico.) Colorfully printed.

Southwest Educational Development Laboratory Series. Desarrollo del lenguaje oral. Ciencia. Books K, I, II, III, IV, and V. 6 vols. Austin: Southwest Educational Development Laboratory, 1969. SOFTBOUND. Unknown Price.

This is a series for oral language development as well as for the development of concepts in science. Science content is based on the materials by the American Association for the Advancement of Science.

SPANISH AS A SECOND LANGUAGE

Benson Series. Carlos Rivera. Para mis niños. Books I, II, III, and IV with Teacher's Guides. 8 vols. Austin: W. S. Benson and Co., 1966. Students' books are HARDBOUND. Teacher's Guides are SOFTBOUND. $19.04.

Materials presented are suitable for a third-year pupil or younger. Series is based on the audio-lingual approach. All four language skills are emphasized.

Holt Series. Robert Brooks, et al. Introducing Spanish. With Teacher's Guide. 2 vols. New York: Holt, Rinehart and Winston, 1964. HARDBOUND. $7.76.

This is a completely aural-oral course from which reading is excluded. The student's book contains no printed Spanish-only pictures and charts. It is the very first book in the Holt series.

__________. __________________. Primer Curso. Segundo Curso. With Teacher's Guides. 4 vols. New York: Holt, Rinehart and Winston, 1964. Students' books are HARDBOUND. Teacher Guides are SOFTBOUND. $17.44.

Primer curso may be used either as a first or second book. If used as a second book it is preceded by Introducing Spanish. Strong audio-lingual approach.

Webster (McGraw-Hill) Series. Conrad J. Schmitt. Let's Speak Spanish. Books I, and II. Teacher's Guides. 4 vols. St. Louis: McGraw-Hill, Inc., 1965. HARDBOUND. $10.05.

ENGLISH AS A SECOND LANGUAGE

Reference

Finocchiaro, Mary. Teaching English as a Second Language. Revised and Enlarged Edition. New York: Harper&Row, 1969. HARDBOUND. $7.95.

A basic manual of teaching practices. Designed primarily for teachers of English at the elementary and secondary levels. Includes courses of study for beginning language learners, lesson planning, materials for the different skills, etc.

Texts

De Cotto, Lucila S. et al. English as a Second Language. Levels I, II, and III. Accompanied by Teacher's Guide, Levels I, II, and III. 6 Vols. Boston: D.C.Heath and Co., 1965. Students' books are HARDBOUND. Teacher's Guides are SOFTBOUND. $29.50.

This series is a revision of the Fries American English Series exhibiting basic changes in content and format. Each level is intended to provide one year of language practice for students learning English as a second language. The series emphasizes oral practice followed by the reading and writing of the language items practiced orally. All the material was developed by the Department of Education, Commonwealth of Puerto Rico.

Bumpass, Faye L. The New We Learn English. A series. Teacher's Guides. 5 Vols. New York: American Book Company, 1968. SOFTBOUND. $7.50.

The series consists of five texts for teaching English as a second language to elementary children. The first text is a language readiness book. The series is based on the audio-lingual approach throughout each grade level.

Thomas, Hadley A. Oral English. Level I. Accompanied by Teacher's Guide, Level I. 2 Vols. Oklahoma City: The Economy Company, 1968. SOFTBOUND. $2.94.

A program for children who do not speak English. Emphasis is placed on learning basic patterns of English. Based on the audio-lingual approach with no reading or writing included.

Wheeler, González. Let's Speak English. A Series. Books 1-6. New York: McGraw-Hill Book Company, 1967. SOFTBOUND. $5.82.

Designed to introduce English to children whose native language is not English. The series is based on the audio-lingual approach. It does not teach reading or writing skills.

Books

Pastor, Angeles. Campanillitas folklóricas. River Forest, Illinois: Laidlaw Brothers, 1960. HARDBOUND. $2.50.

Songs and games of children from Puerto Rico. Specifically arranged for children 5-7 years of age. Contains a good selection also of songs for the pre-school child. Songs are common to all of Latin America.

Sandi, Luis. ¡Canto por nota! Segunda Parte. México: Librería Ariel, n.d. SOFTBOUND. $.40.

Songs for children from all of Latin America. Emphasis is on Mexican songs. Famous tunes from Canada, England, France, and non-Spanish America. Also included are classic melodies from Schubert, Beethoven, and Mendelssohn with simple Spanish lyrics.

Jacovetti, Raymond N. Escuchar y cantar. New York: Holt, Rinehart and Winston, 1965. SOFTBOUND. $2.00.

Songs of children from all of Latin America. Suitable for grades K-3. All songs are recorded on 13 seven-inch, 33 1/3 rpm long playing records available from publisher in boxed sets.

Ribes, Francisco. Canciones de España y América. Madrid: Santillana, 1965. HARDBOUND. $1.50.

Folk songs for children. Includes peninsular as well as Latin American selections. There are fifty-six songs divided into the following sections: "nanas y villancicos," "romances," "canciones populares," "romances infantiles," "canciones infantiles."

Records

Sing Along with a Spanish Song. Kapp. KS-3283. Stereo. Twelve-inch, 33 1/3 rpm long playing. Available from Lorraine Music Co., P.O.Box 4131, Long Island City, N.Y. 11104. $4.95.

Recorded in Mexico City by Carlos Ramírez and the Carlos Ramírez Chorus with battery of traditional percussion instruments. Includes traditionally popular songs from Latin America,the kind children's parents are likely to remember and sing frequently. These songs are recorded: La paloma, Adiós muchachos, El relicario, Cielito lindo, Mi viejo amor, Alma llanera, Adiós mi chaparrita, Cuatro vidas, Guadalajara, Muñequita linda, Adelita, Ti-pi-tin. LYRIC INCLUDED.

SONGS

Vamos a cantar ... . Folkways. FC-7747. Monophonic. Twelve-inch, 33 1/3 rpm long playing. Available from Lorraine Music Co. $4.95.

A collection of children's songs in Spanish recorded by Octavio Corvalán. Selection ranges from traditional popular songs of Latin America to lullabies. Included are: Una tarde fresquita de mayo, Noche de paz, Cachito, A la nanita nana, O Susana, Adelita, Mambrú se fue a la guerra, Canción del adiós, Vidalita, feliz cumpleaños, Un barco chiquitito, Cielito lindo, Se va, se va la barca, Arroz con leche, Dos palomitas, Las mañanitas, Arrorró. LYRIC INCLUDED BOTH SPANISH AND ENGLISH.

Pina Alvarez y sus coros infantiles. Columbia (Harmony.) HL-8188. Monophonic. Twelve-inch, 33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of children's songs interpreted by children. Four Christmas songs are included. Recorded are: A la rorro niño, La cachuchita, Naranja dulce, El reloj, Las mañanitas, La cucaracha, Allá en el rancho grande, Estrellita marinera, Patito, patito, A la víbora de la mar, El juego de Juan Pirulero, La indita, Adeste Fideles, Jingle Bells, Noche de Paz, Arbol de Paz. LYRIC NOT INCLUDED.

Juguemos a la rueda con las ardillitas. Columbia (Harmony.) HL-8070. Monophonic. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of children's songs in Spanish recorded in Mexico. Included are: Mambrú se fue a la guerra, En coche va una niña, Se va la barca, Entre San Juan y San Pedro, La torre en guardia, Cu-cu cantaba la rana, Se me ha perdido una niña, La blanca paloma, Una linda mañana, Una tarde fresquita de mayo, Muy buen día su señoría, Sobre el puente de Avignon. LYRIC INCLUDED IN SPANISH.

Conejo Blas... A dónde vas... . RCA. MKL-1616. Monofónico. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of musical narratives by Francisco Gavilondo Soler (Cri-Cri). These are very popular throughout Mexico.

Homenaje a Cri-Cri. RCA. MKL-1095. Monofónico. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

Another set of musical narratives by Cri-Cri.

Escuchar y cantar. Monophonic. 13 seven-inch, 33 1/3 rpm long playing records. Boxed set. Holt, Rinehart and Winston. Available from publisher.

A collection of children's songs in Spanish selected by Raymond N. Jacovetti. Records should accompany Escuchar y cantar by same author. An orchestra first plays the tune; then the singer joins in and sings a verse; finally the singer repeats the verse, leaving a pause after each phrase so the children can sing that phrase.

GAMES

Vogan, Grace D. *Merry-go-round of Games in Spanish*. Revised Edition. Skokie, Illinois: National Textbook Company, 1962. SOFTBOUND. $1.75.

A collection of vocabulary-building games for class use. Titles of games are in Spanish. Instructions use English. Dialogues are usually in Spanish with English translation where needed.

Hubp, Loretta B. *Let's Play Games in Spanish*. Skokie, Illinois: National Textbook Company, 1968. Vol. I. HARDBOUND. $3.75.

A collection of games and skits. Games included are for use in Kindergarten through Junior High. Instructions for playing are given in English. The dialogue is in Spanish with an English translation where needed.

DANCES

Johnston, Edith. *Regional Dances of Mexico*. Lincolnwood, Illinois: Banks Upshaw and Company, 1963. SOFTBOUND. $1.00.

A collection of dances suitable for programs, assemblies, etc. Each number has been worked out in detail. There are specific instructions for copying costumes, music for accompaniments, and directions for dance formations. More suitable for grades three and up. Instructions are in English. Dialogue is in Spanish. Included are the following dances: *El torito de petate*, *La costilla*, *Las canacuas*, *El jarabe Michoacano*, *Los viejitos*, *La botella*, *El jarabe tapatío*, *La chilena Guerrerense*.

UNIT DEVELOPMENT

The following section represents a summary of the efforts of our participants in the area of unit development. Participants have consulted the library of Spanish materials of the Foreign Language Education Center and the Curriculum Library of the University of Texas at Austin. The two units presented in the following pages are totally unrelated and constitute only a sampling of the participants' work in unit development. They are not meant to be considered complete but represent a beginner's first attempt at preparing curricular materials through a production-team of teachers and teacher aides pooling their knowledge and experience.

The units are written in Spanish. Since units written in English are easily available,and in Spanish are quite scarce, it was felt that most of the efforts should be directed toward the production of materials in Spanish. Here is an area where an institute such as this can be of great help to school districts who are offering bilingual programs.

It must be emphasized that our institute wished not only to develop instruments which would be helpful to the participants in a bilingual situation, but also to design a method or pattern for materials production. In this sense our workbook and report is a method as well as a result and finished product.

UNIDAD: Aritmética

TEMA: Números

GRADO: Primero

AUTORES: María Belia Peña
Modesta Matamoros
Reynaldo Rodríguez

Conceptos

1. Números cardinales
2. Símbolos de los números
3. Números ordinales

Objetivos

1. Reconocer y escribir los números del cero hasta el diez.
2. Construir con los números conjuntos individuales del cero hasta el diez.
3. Aprender a contar del uno al diez.
4. Aprender a contar (para atrás) del diez al uno.
5. Reconocer y escribir los números ordinales del primero al sexto.

Procedimiento

1. Para enseñar los números cardinales.

   Que los alumnos observen objetos. Que observen después los dibujos que se encuentran en la primera actividad. La maestra entonces deberá enseñarles el símbolo de la unidad y les explicará que unidad quiere decir uno. El mismo procedimiento se seguirá con los otros números.

2. Para enseñar los números ordinales.

   La maestra escribirá el símbolo del número uno (1). Después escribirá la palabra (uno). A continuación enseñará varios dibujos preguntando a la clase con qué número comenzamos a contar. Al responder los alumnos que comenzamos a contar con el uno, se les pide que dibujen un círculo alrededor del primer objeto. Se les explicará que lo que viene al principio es lo primero. Primero deberá escribirse bajo la palabra uno.

   1
   uno
   primero, primera

Materiales

1. Franelógrafo
2. Recortes de franela
3. Estambre o hilo de color
4. Tarjetas ilustrando los símbolos del cero al diez y las palabras correspondientes.
5. Cubitos de madera con letras (A,B,C...)

Vocabulario

cero
uno
dos
tres
cuatro
cinco
seis
siete
ocho
nueve
diez
primero (a)
segundo (a)
tercero (a), tercer
cuarto (a)
quinto (a)
sexto (a)

Actividades

1. Discutir las diversas maneras en que empleamos los números en nuestra vida diaria.
2. Cantar o recitar rimas numéricas, tal como:
    a. los diez inditos
    b. el barco chiquitito
    c. soy el mejor contador
    d. tres patitos que yo conocí
3. Contar los niños que están sentados en una fila. Contar los niños presentes y los ausentes. Contar los libros y sillas necesarios para un grupo de lectura.
4. Representar grupos numéricos con varios objetos, v.gr., botones, frijoles, cubitos de madera...
5. Contar objetos que se encuentren en fotografías.
6. Crear sistemas de números con diversos objetos.
7. Seleccionar y comparar tarjetas que contengan números.
8. Seleccionar tarjetas con números cardinales u ordinales, haciendo que los niños relacionen los números con objetos.
9. Encontrar el número que falta en una foto o en un cartelón donde se encuentre una secuencia numérica.
10. Practicar la escritura de números en la pizarra y en papel.
11. Responder a instrucciones dadas por la maestra (o por un alumno) mediante la identificación de números ordinales apropiados en un dibujo o foto.
12. Encontrar en un libro páginas de la una a la diez. Que la maestra diga "página cuarta" y que los niños busquen la página que corresponda.

Juegos

1. Sacados del libro 100 Blackboard Games de Leslie Landin:
    a. Poner el rabo al burro
    b. Acuérdate
    c. Yo tenía diez perritos
    d. Detrás de mi espalda
2. Sacados del libro Arithmetic Enrichment Activities for Elementary School Children de Joseph Crescembeni:
    a. Tome un número
    b. Círculos de sorpresa
    c. Tarjetas de dominó
    d. Contador de pinzas para colgar ropa
    e. Tablilla con agujeros
    f. Rebotando la pelota

Actividad I

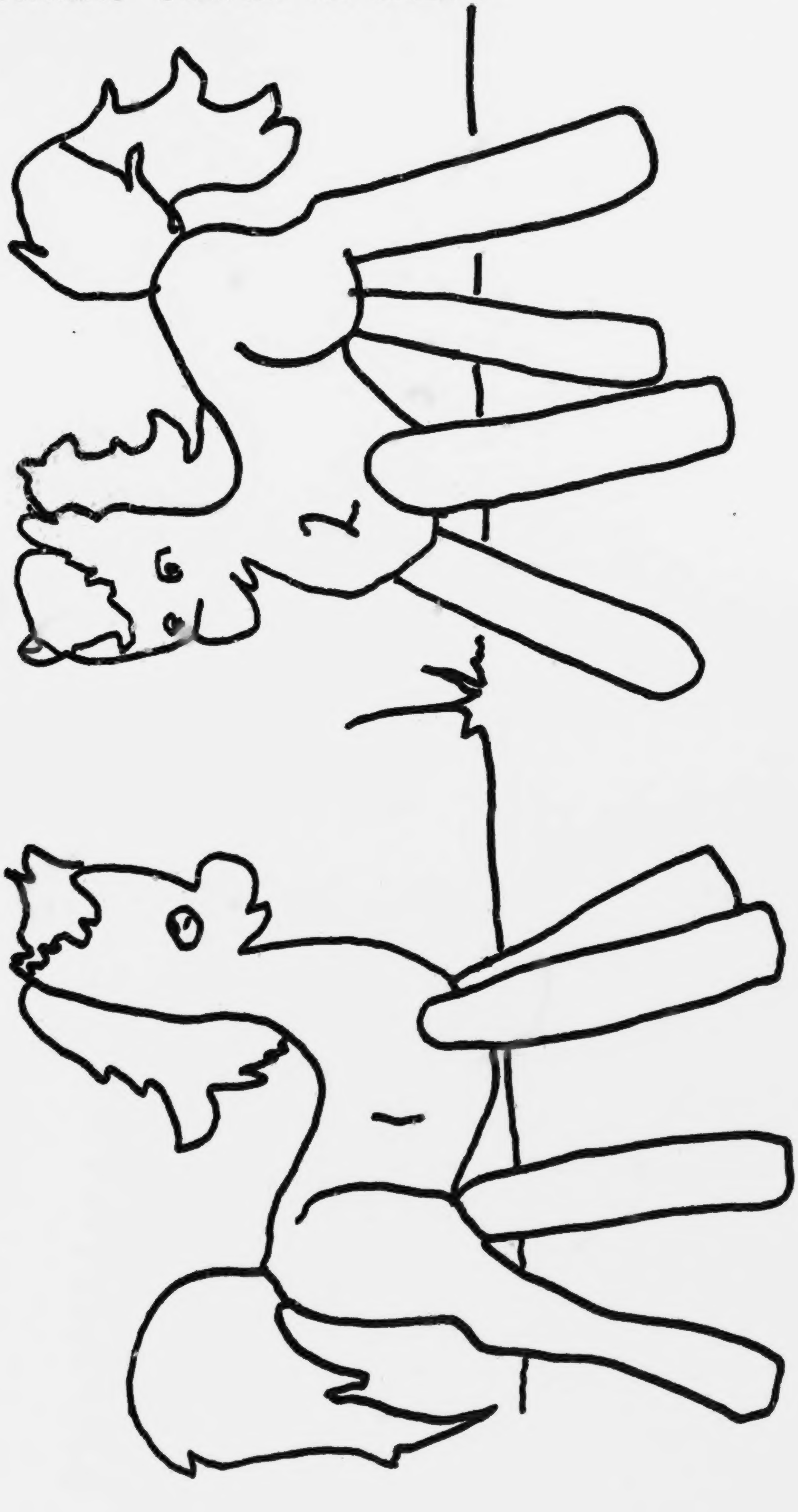
Instrucciones: colorear el payaso.

PAYASO

Un payaso
Uno
I
Primero-a

Actividad II

Instrucciones: Colorear los caballos



CABALLOS

Dos caballos

Dos

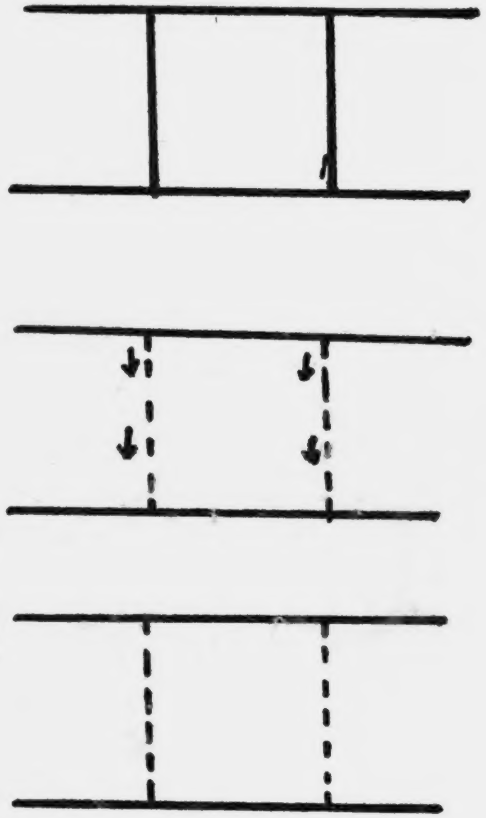
2

Segundo-a

Actividad III

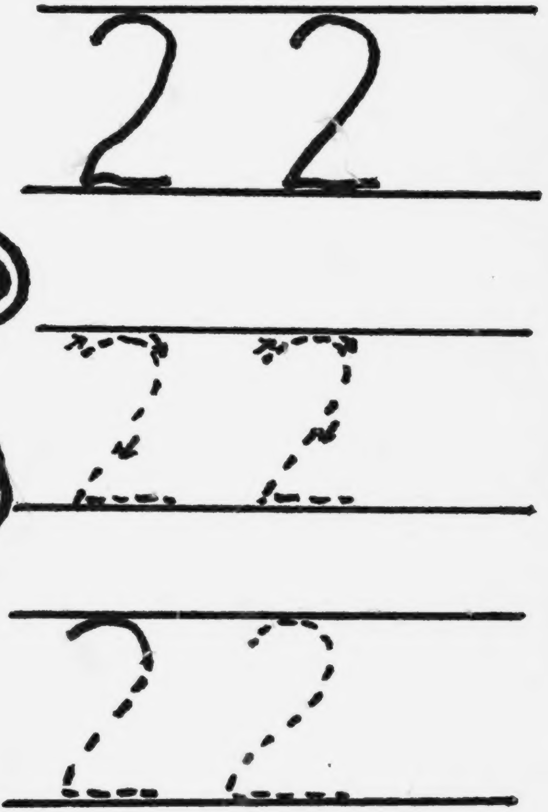
Instrucciones:

Escriba el número 1 en cada cajita



Uno

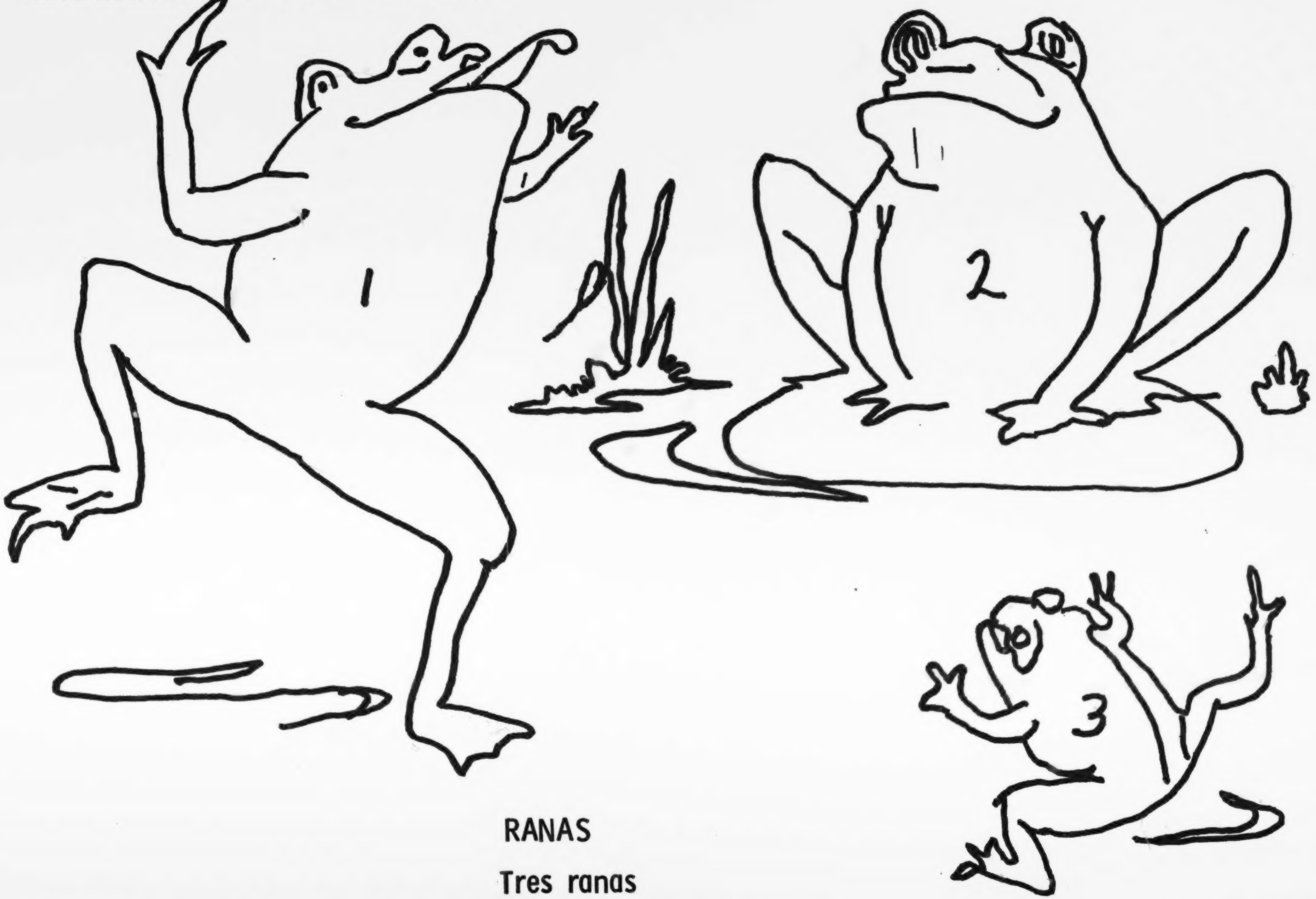
Escriba el número 2 en cada cajita



Dos

Actividad IV

Instrucciones: Colorear las ranas

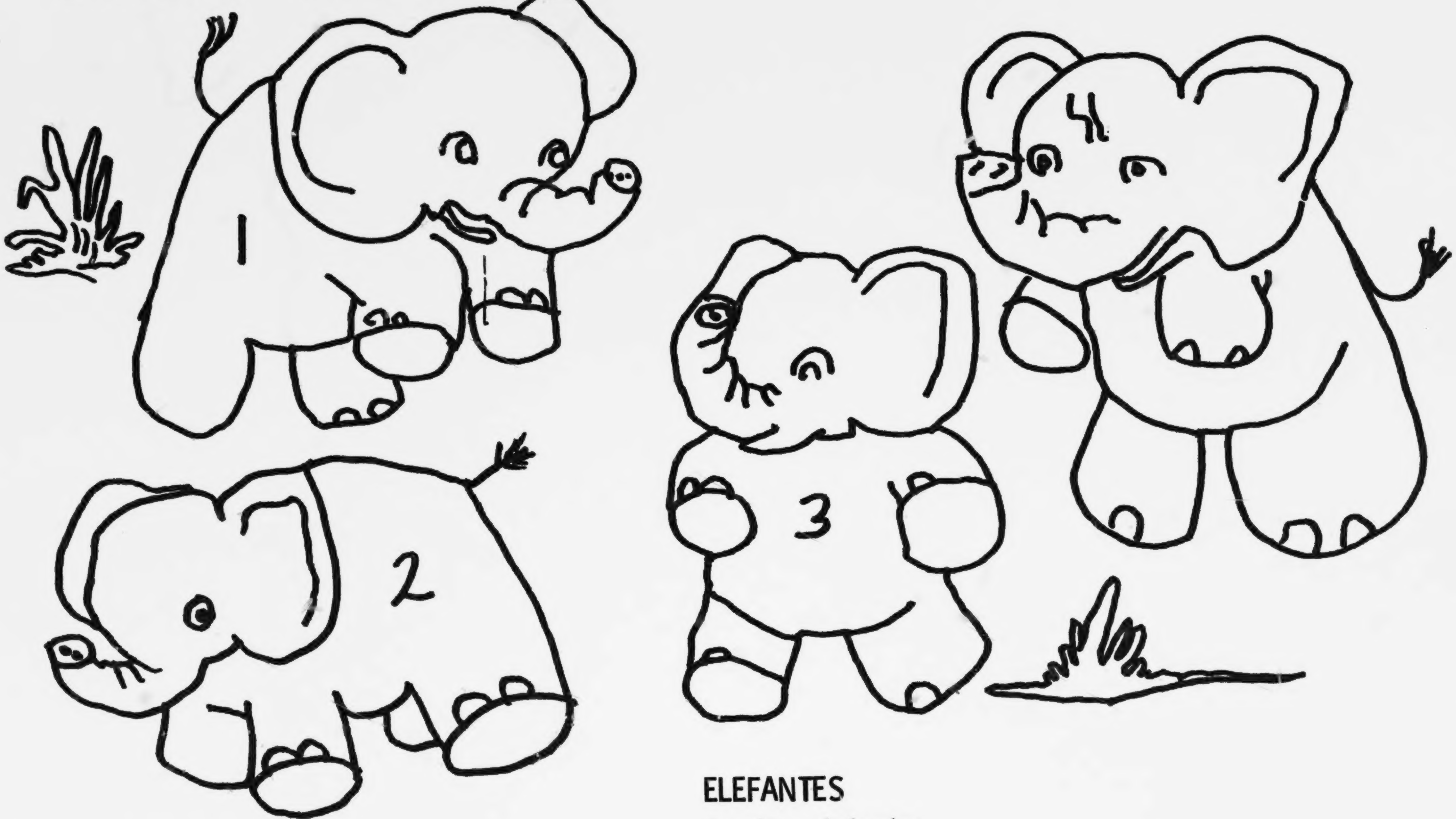


RANAS

Tres ranas
Tres
3 Tercero-a

Actividad V

Instrucciones: Colorear los elefantes

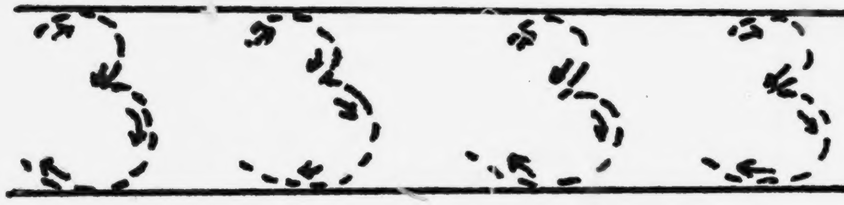


ELEFANTES
Cuatro elefantes
Cuatro
4
Cuarto-a

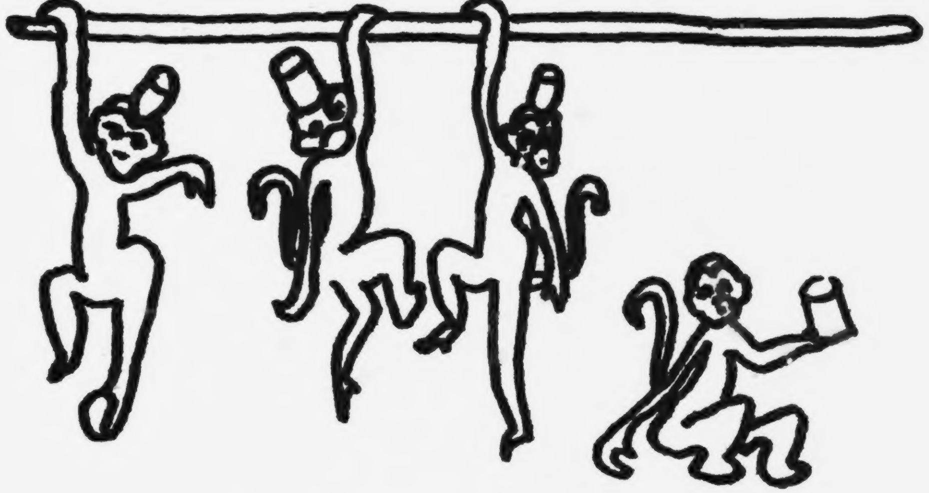
Actividad VI

Instrucciones: Escriba el número 3 en cada cajita

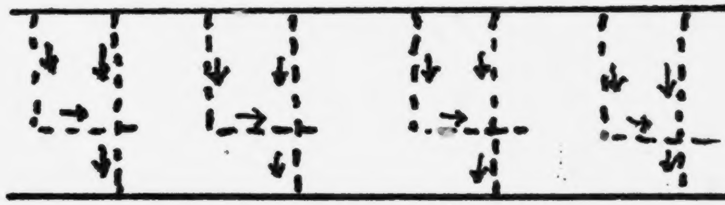
3 3 3 3



Escriba el numero 4 en cada cajita

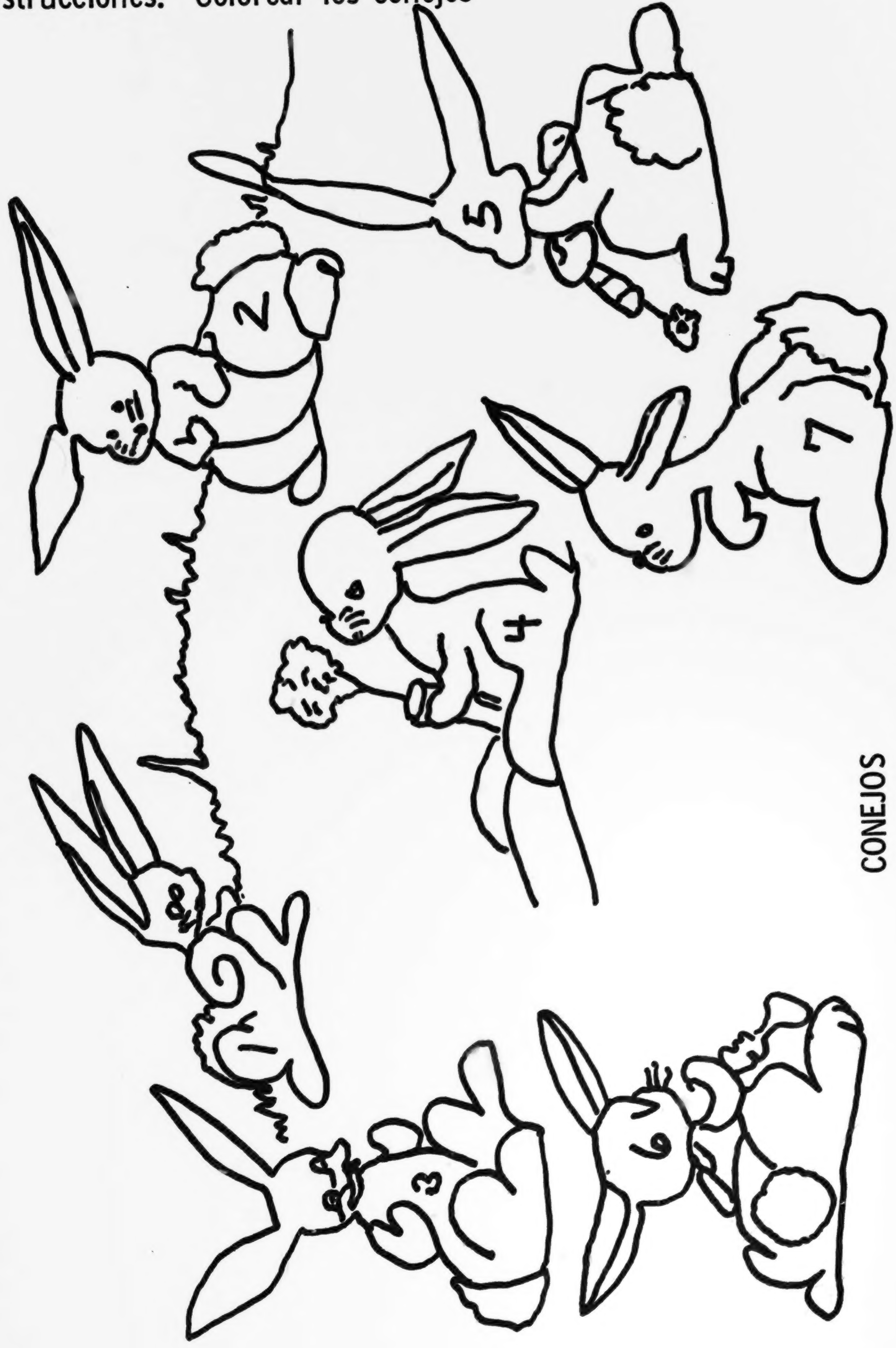


4 4 4 4



Actividad VII

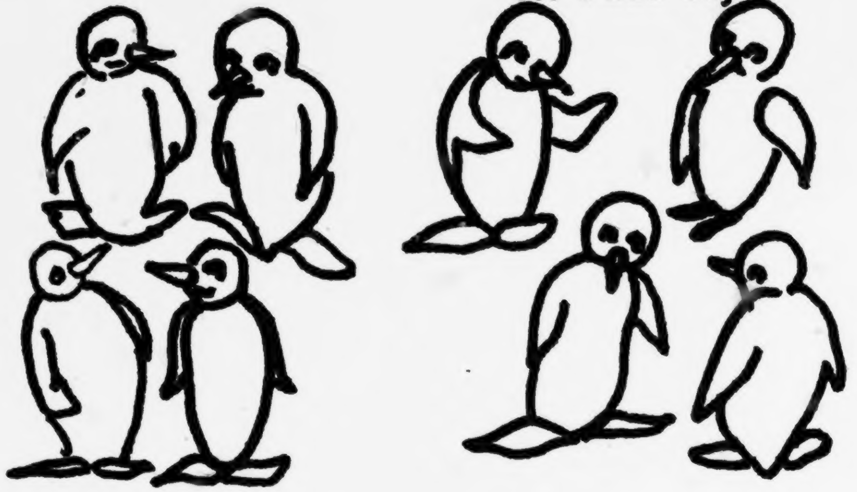
Instrucciones: Colorear los conejos



CONEJOS
Siete conejos
Siete
7

Actividad VIII

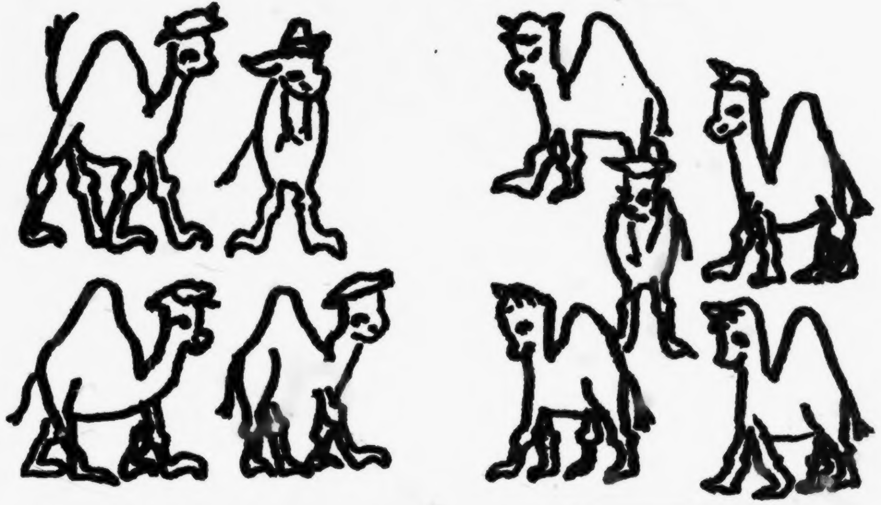
Instrucciones: Escriba el número 8 en cada cajita



8 8 8

8 8 8 8

Instrucciones: Escriba el número 9 en cada cajita

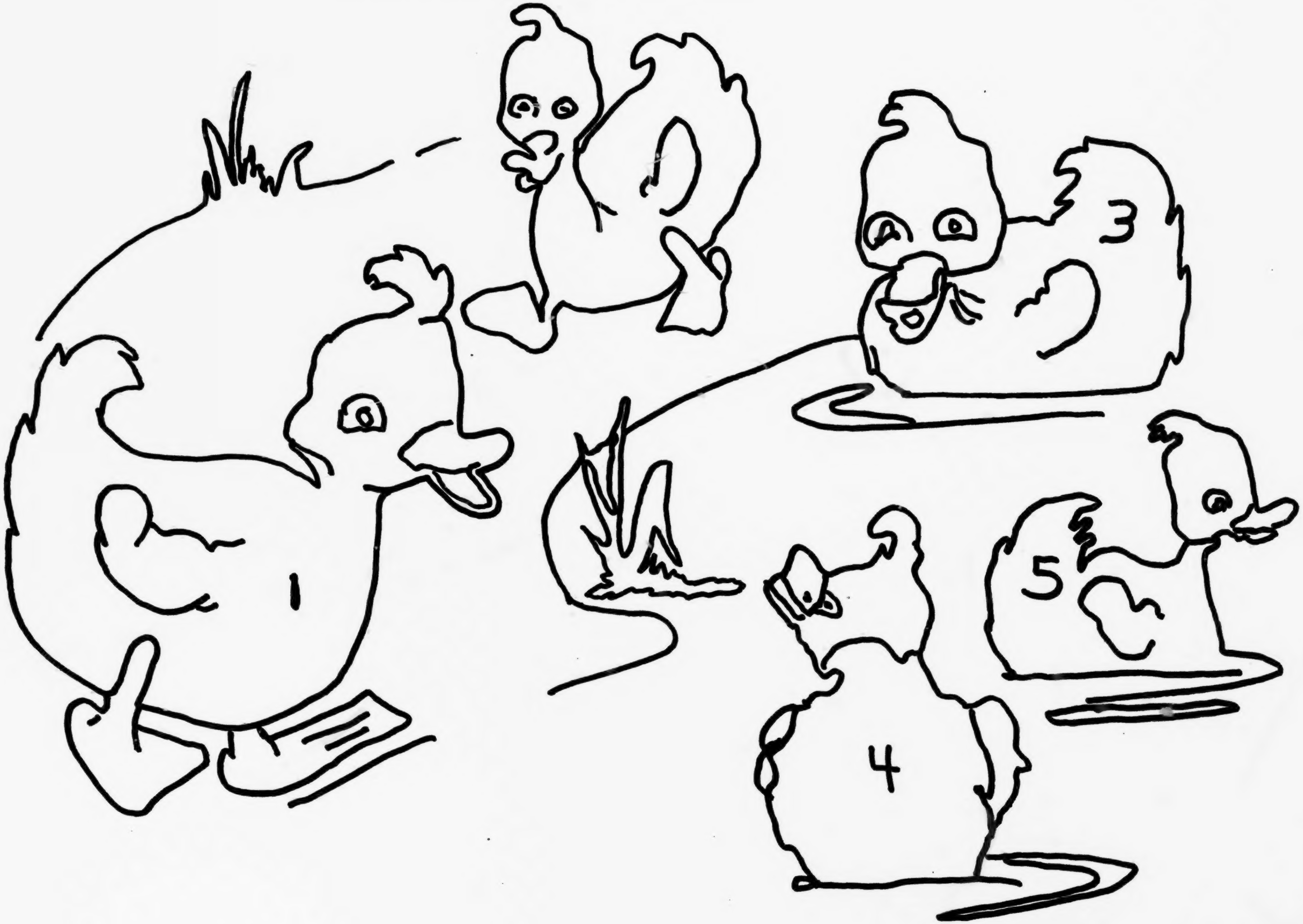


9 9 9

9 9 9 9

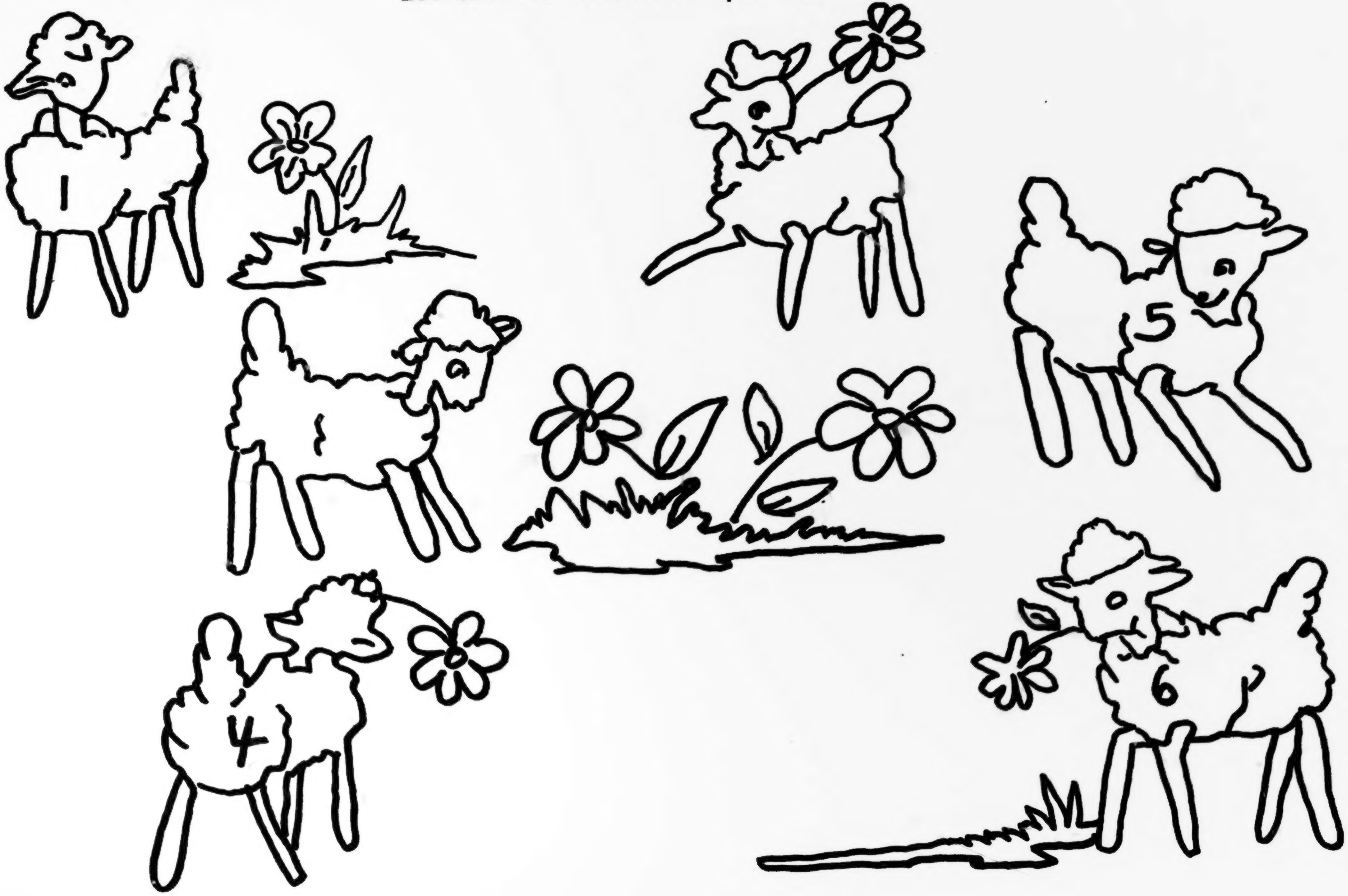
Evaluación I

Escriba los números que falten



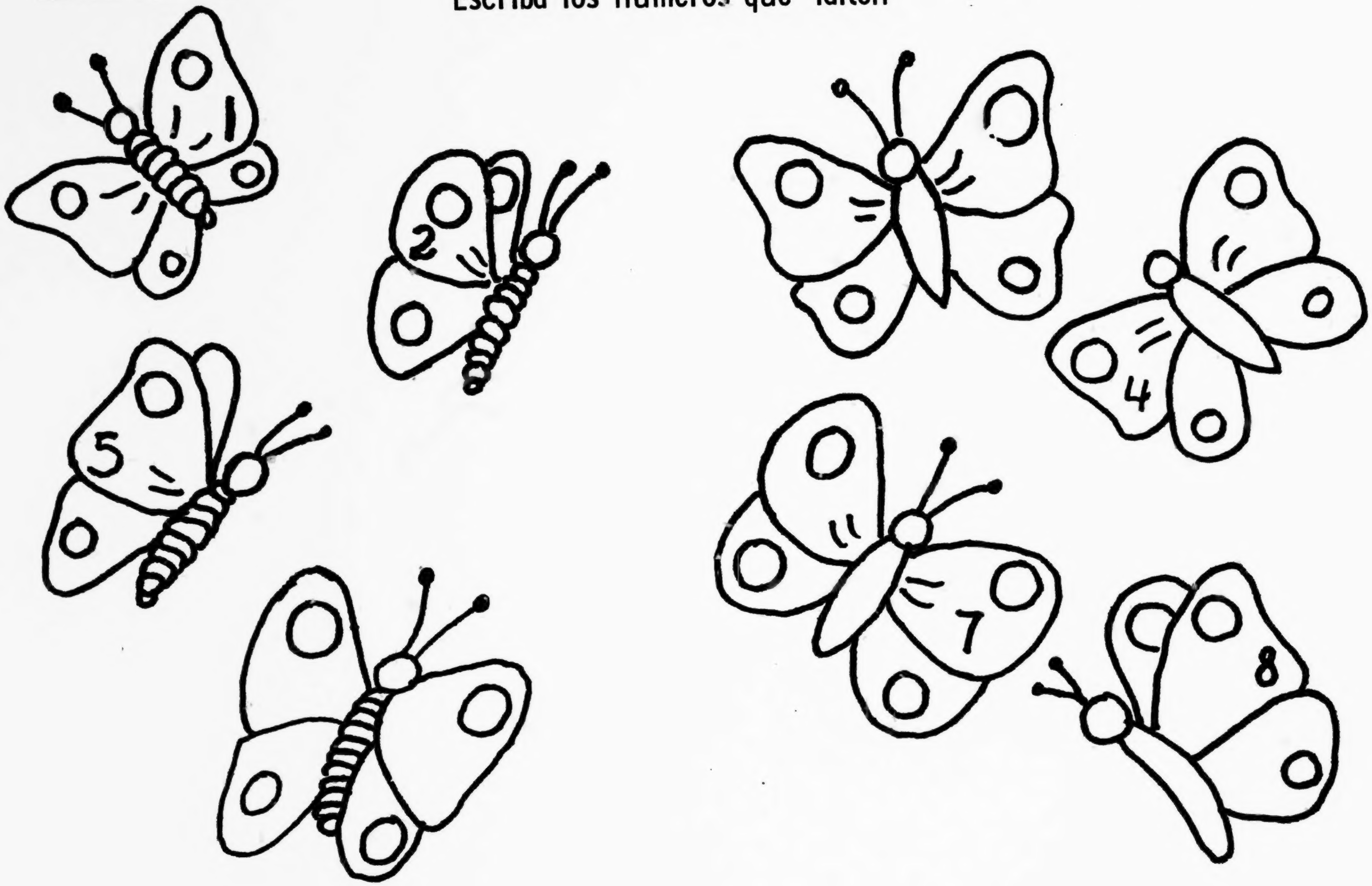
Evaluación II

Escriba los números que falten



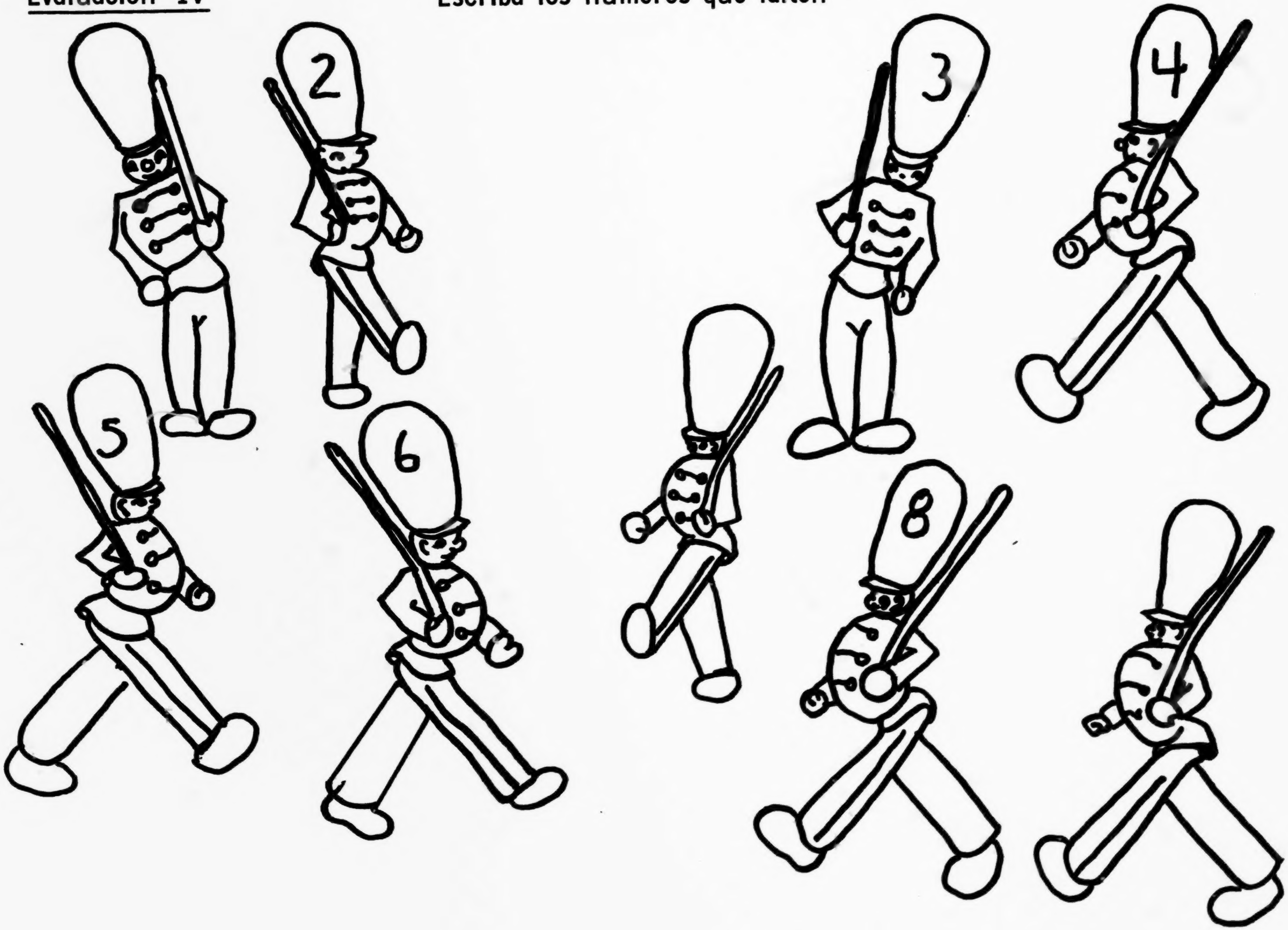
Evaluación III

Escriba los números que falten



Evaluación IV

Escriba los números que falten



VOCABULARY DEVELOPMENT

The following section represents a sampling of the efforts of our participants in the area of vocabulary development. Participants consulted the sizeable library of Spanish materials of the Foreign Language Education Center and worked in close collaboration with the teaching staff in the formation of a basic Spanish vocabulary for grades K-3.

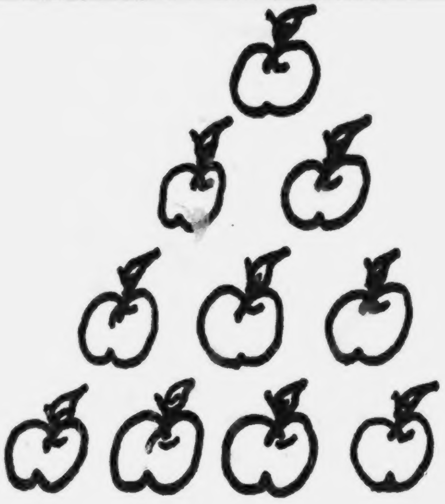
The vacabulary found in the following pages represents approximately 10% of the total output by the participants. It covers four basic areas: math, science, language arts, and social studies. Five pages from each area have been chosen for this report to administrators. No sequence is followed and no attempt has been made to articulate the different elements. The selection is meant only as a sample.

The complete vocabulary developed by the participants, and arranged according to areas, sections, and topics is found in the Participant's Workbook which contains all the work done at the institute in the areas of unit development, vocabulary construction, and collection of games, songs and dances. Administrators are invited to browse through the Workbook.

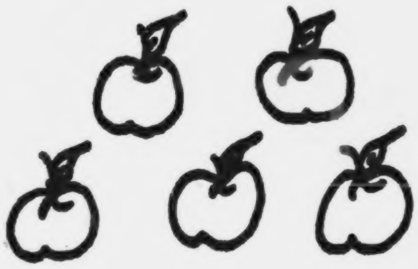
Conceptos Numéricos

cantidad
y
tamaño

V-M-1

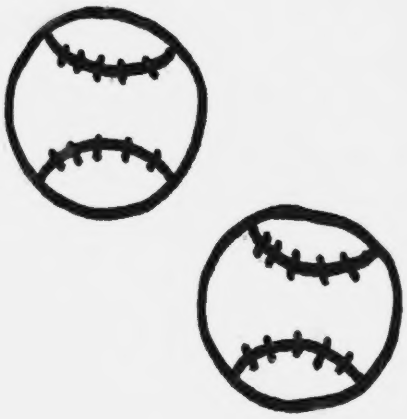


mucho



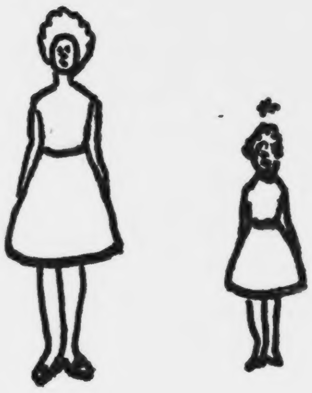
poco

nada

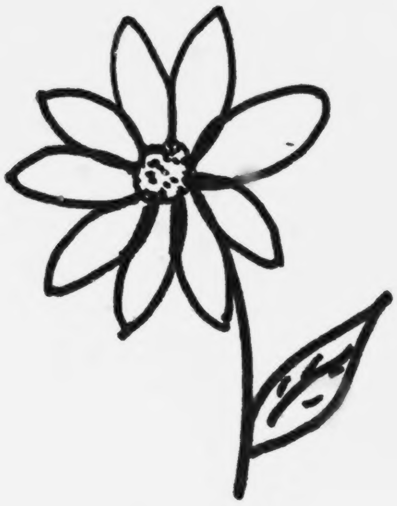


igual

mayor*



menor*

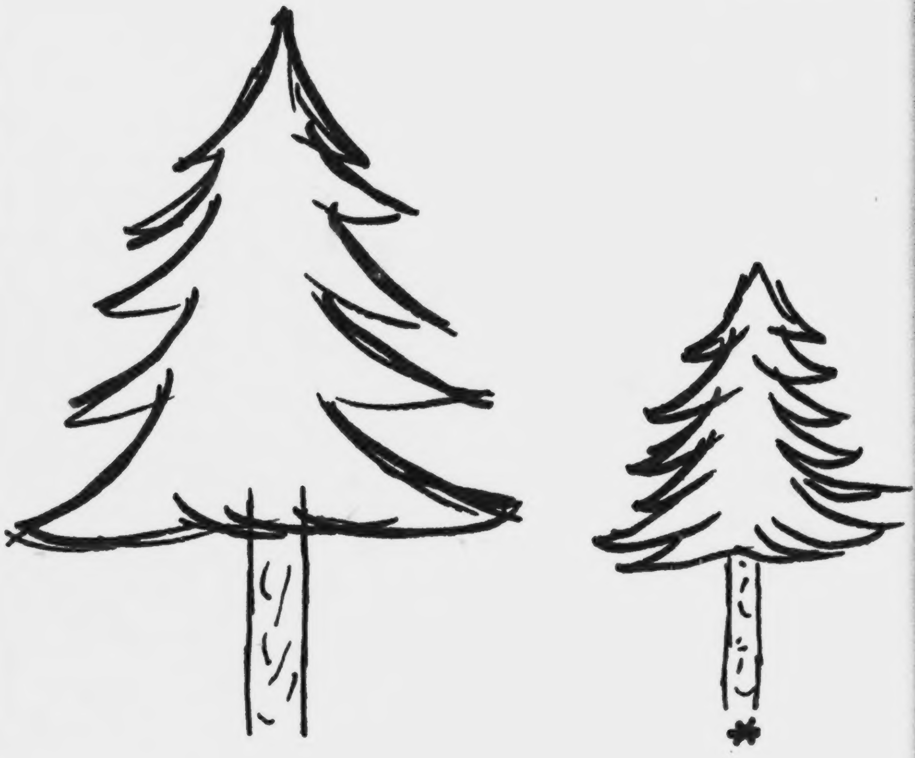


grande

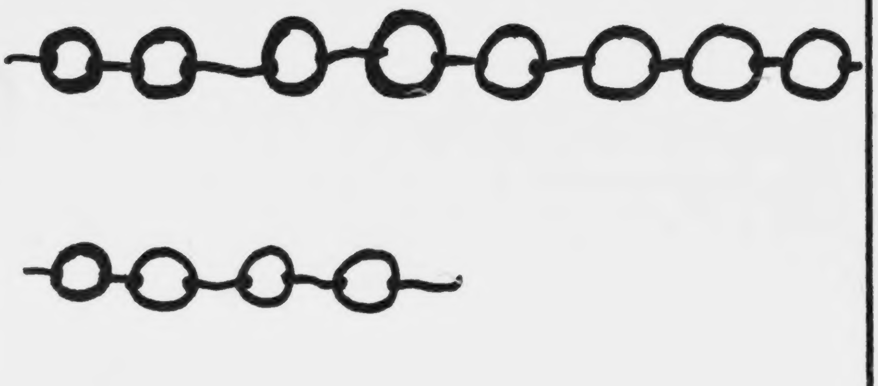
mediana

chica

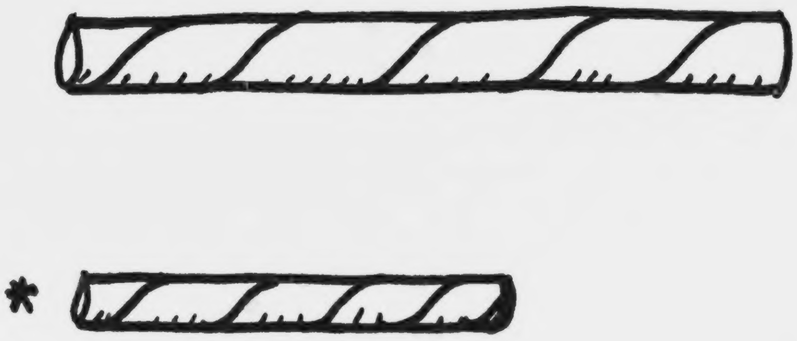
Más Alto*



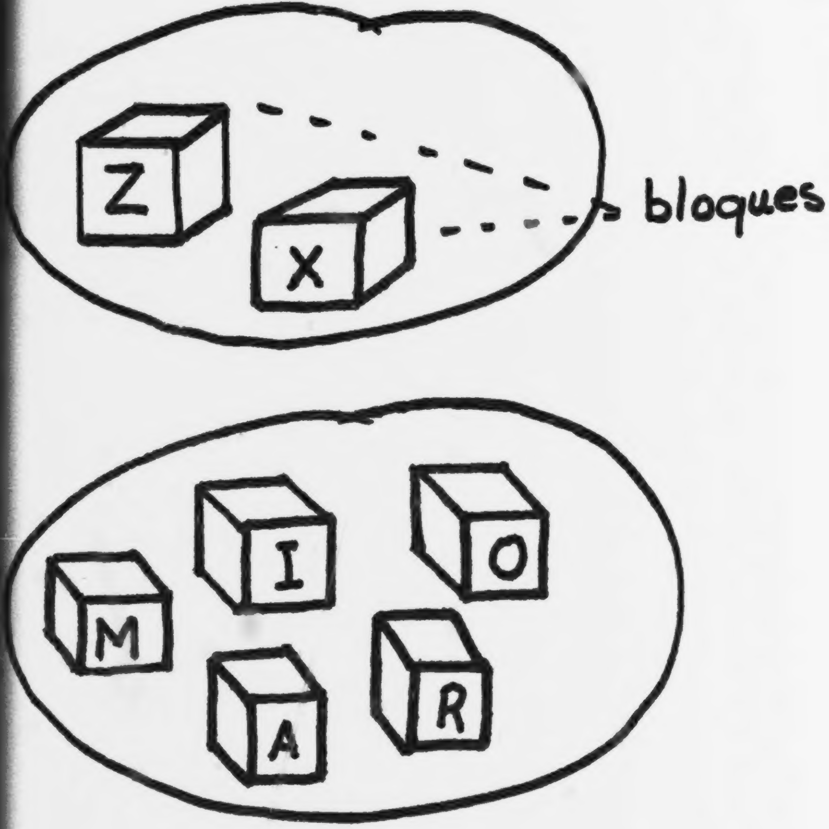
Más Bajo*



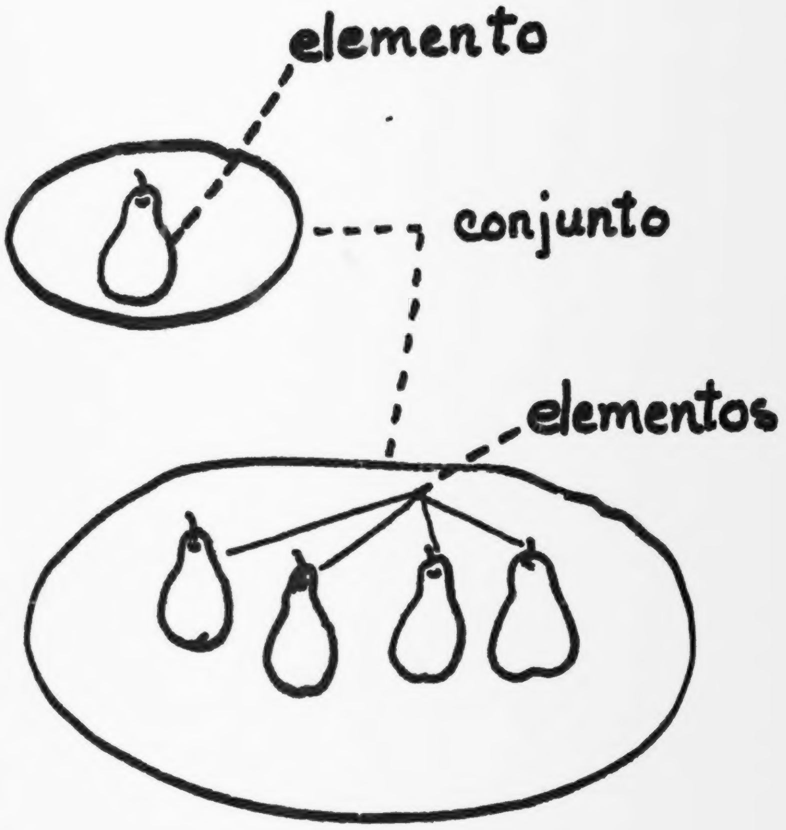
Más Largo*



Más Corto*

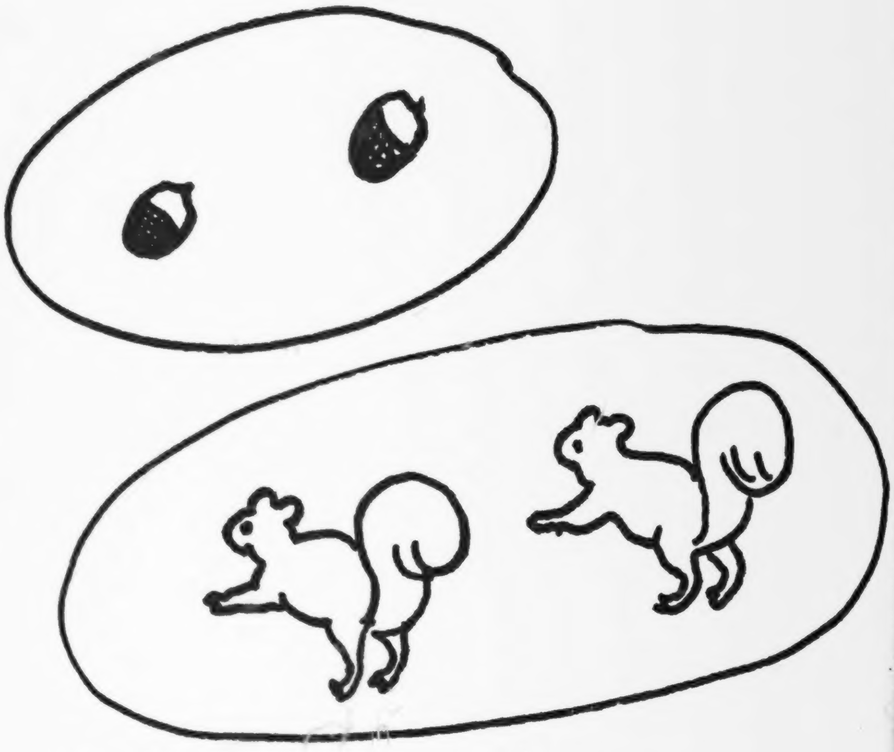


Más y menos (desigualdades)



Comparación de conjuntos

Correspondencia uno a uno (aparear)

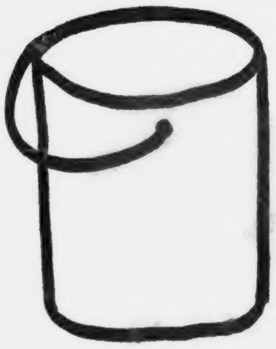


Conjuntos equivalentes

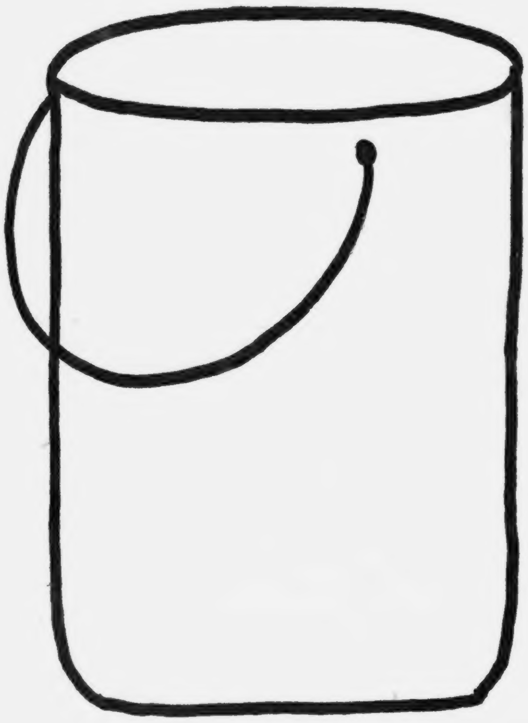
Medidas de líquidos

taza

pinta



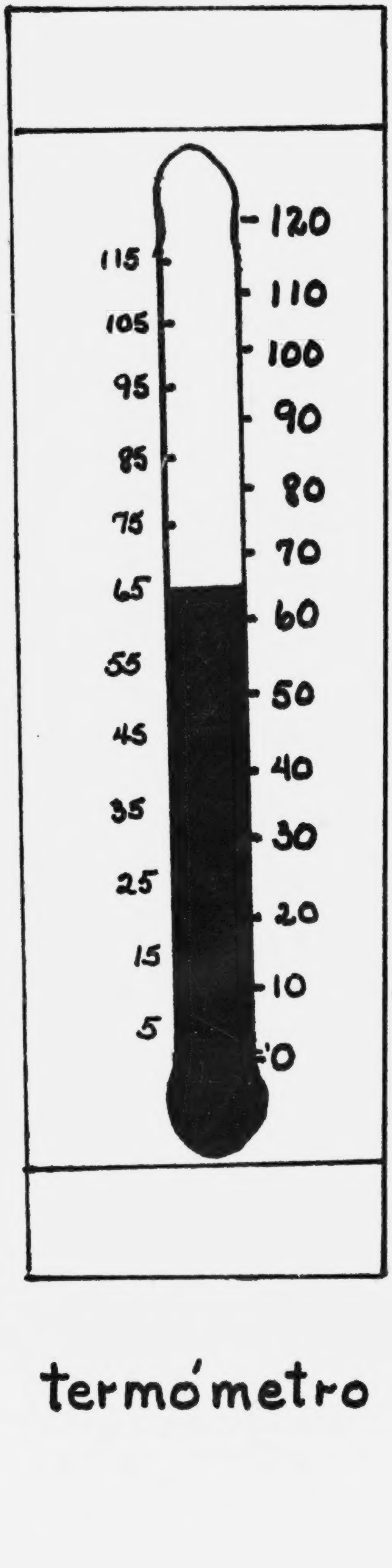
cuartillo



galón

1 taza = ½ pinta
2 tazas = 1 pinta
2 pintas = 1 cuartillo
4 cuartillos = 1 galón

Medida de temperatura

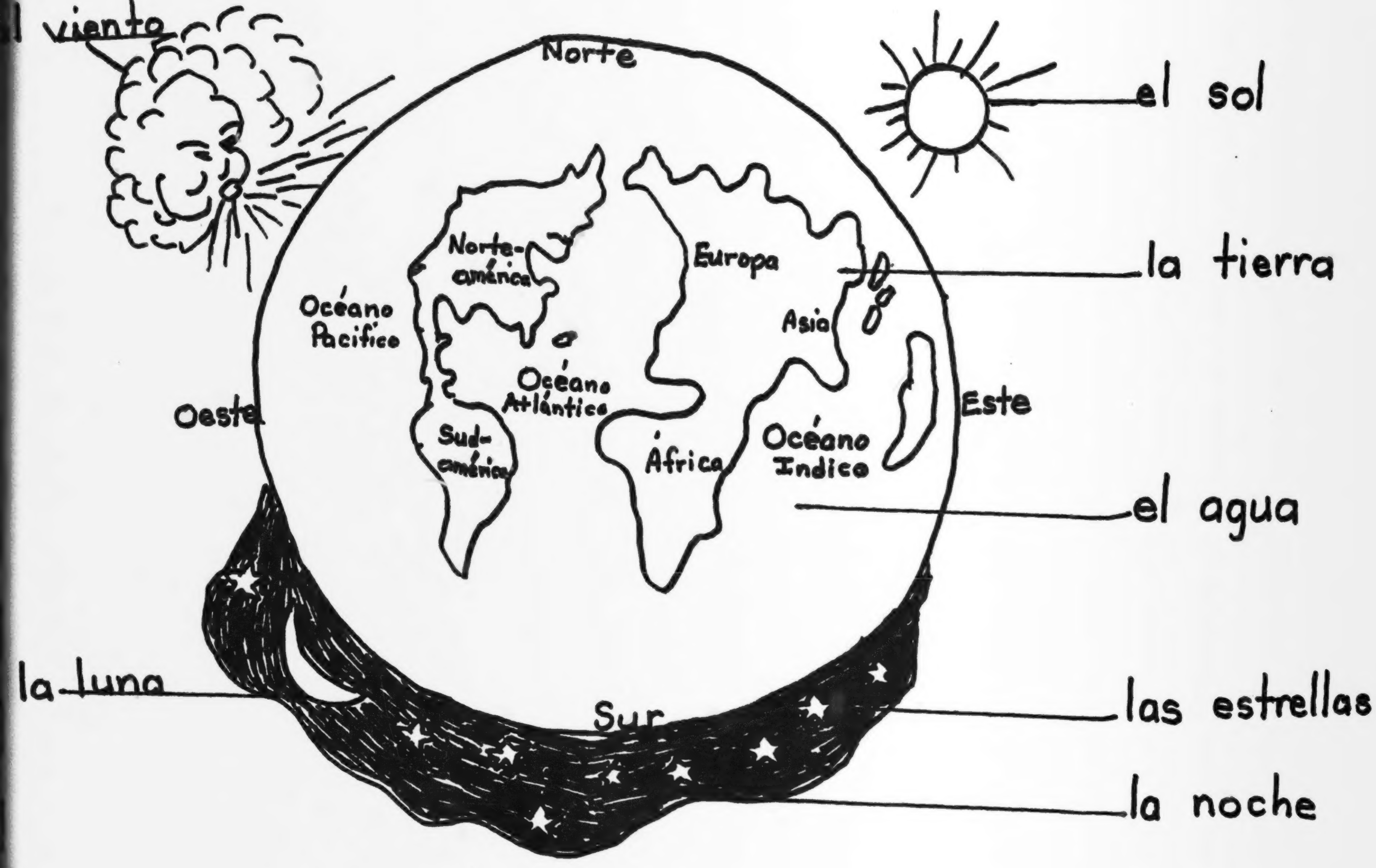


1 unidad de medida
se llama "grado"

Se escribe 1°

El termómetro

El Mundo

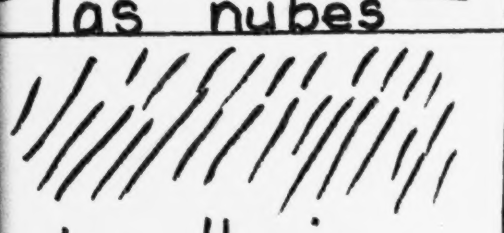


las nubes

la nieve

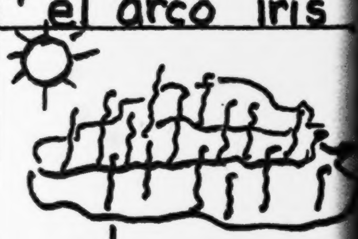
el granizo

el arco iris


la lluvia

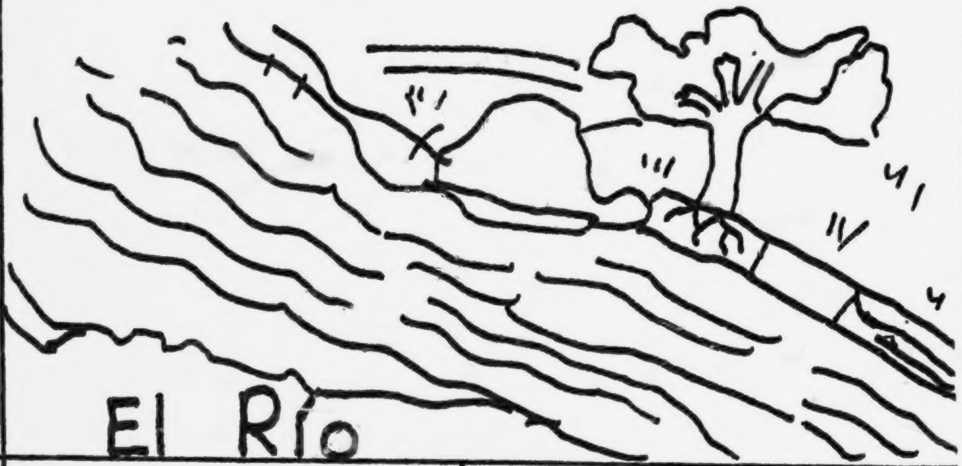
los relámpagos

los truenos

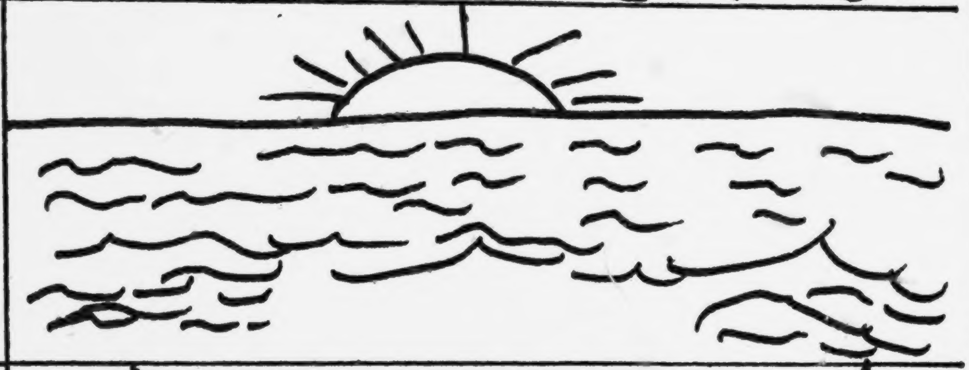

el vapor

El Mundo tiene:

El Arroyo


El Río

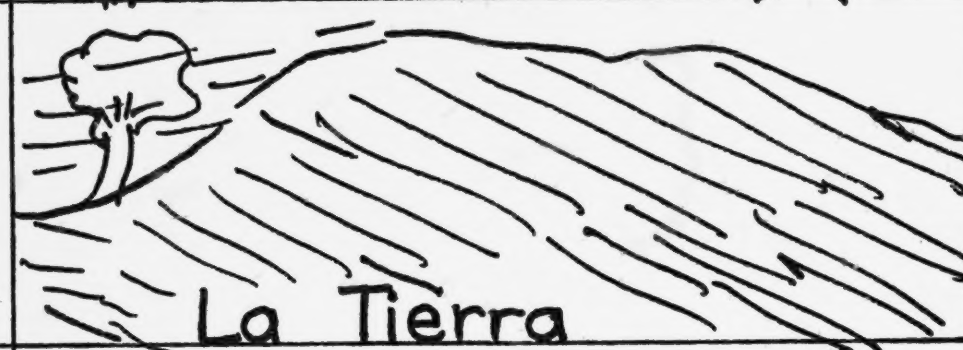
El Lago



Las Montañas

El Desierto

La Arena


La Tierra

Las Piedras

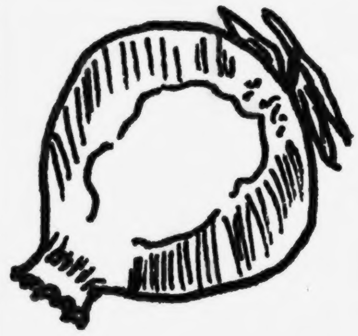
La Llanada

Flores y Frutas de Otoño

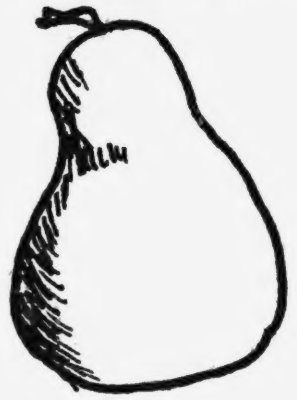
Clavel

Gladiola

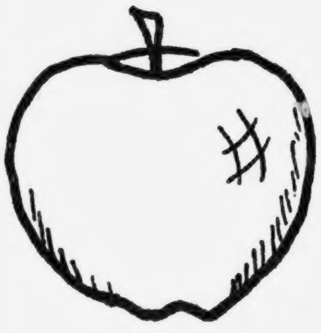
Crisantemo



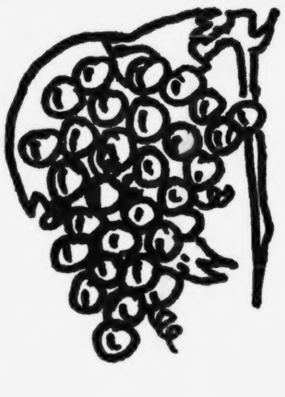
Granada



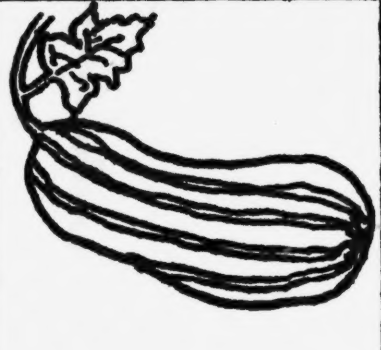
Pera



Manzana

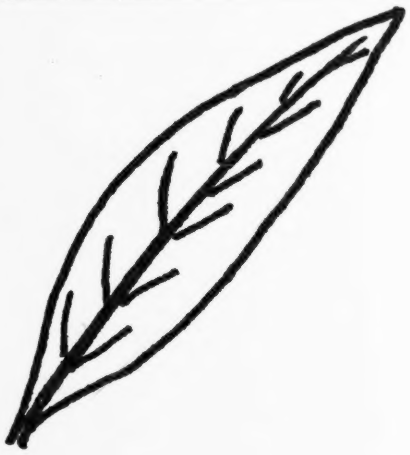


Uva

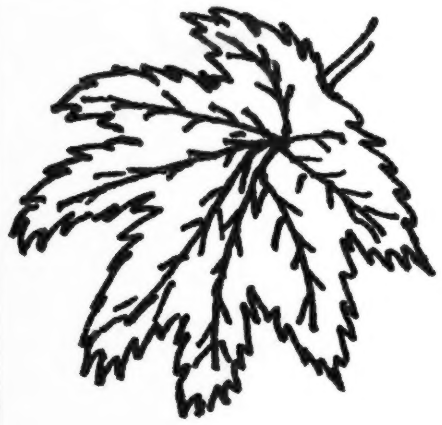


Calabaza

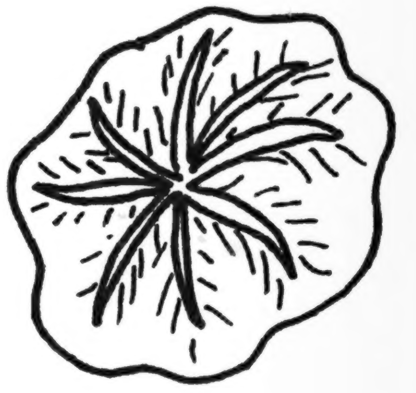
Hojas por su forma



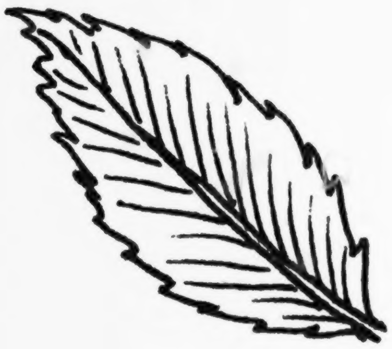
Lanceolada



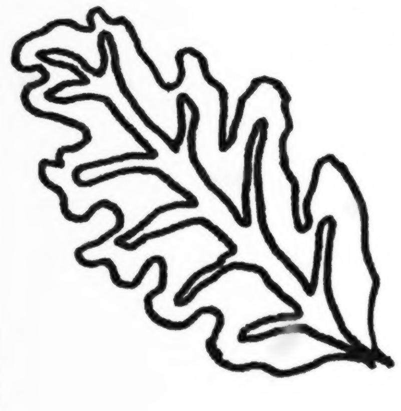
Palmeada



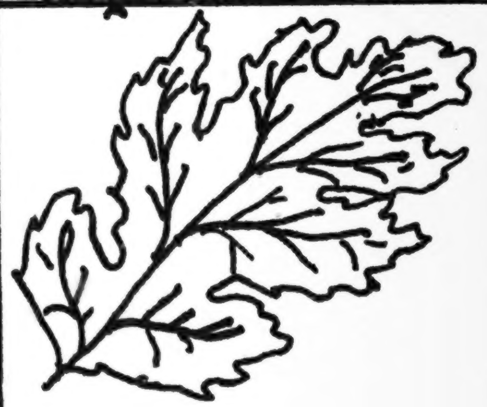
Hoja Redoneda



Hoja Dentada

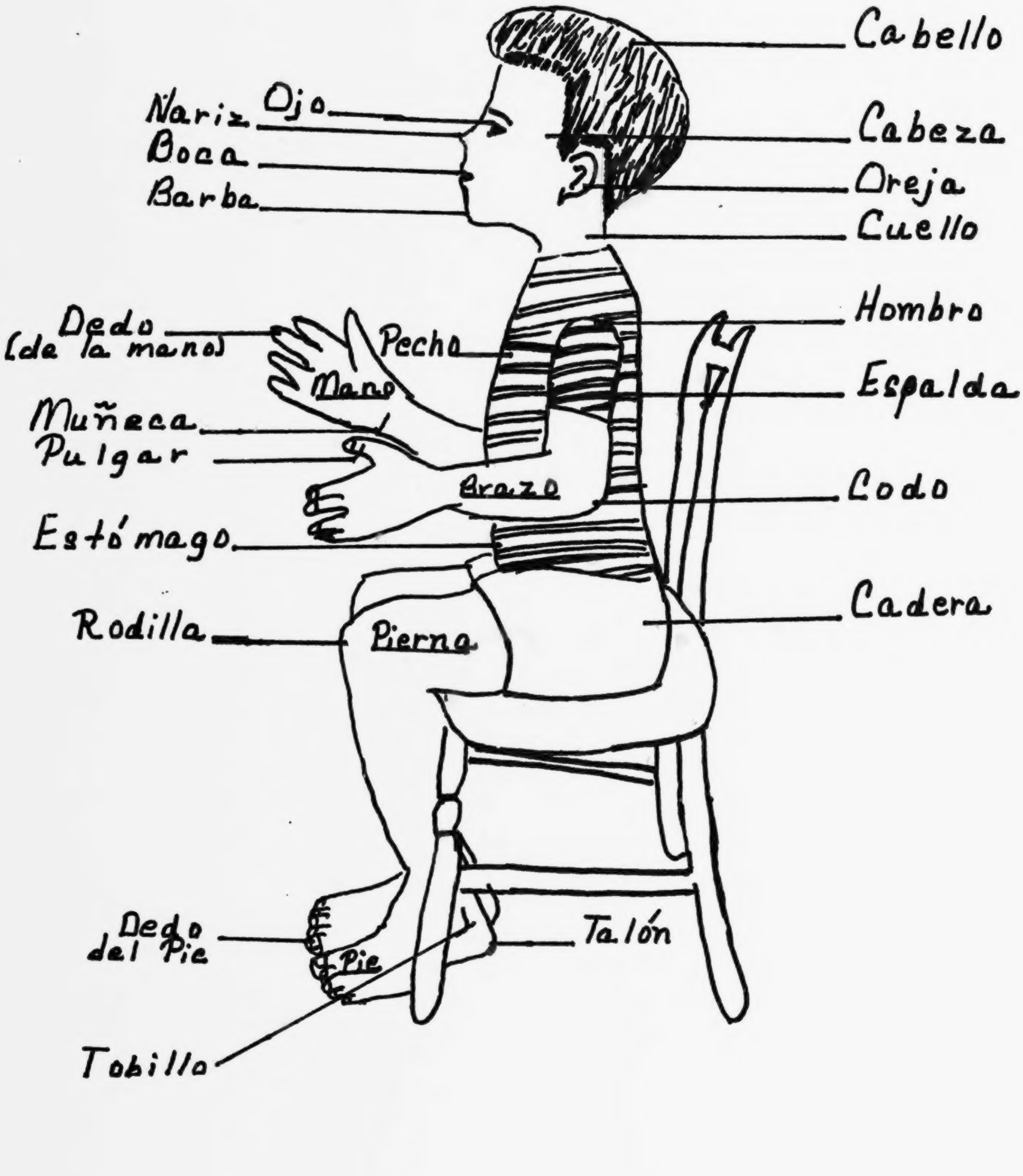


Hoja Lobulada



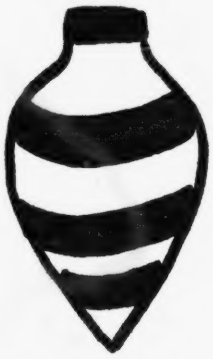
Hoja Partida

El Cuerpo Humano

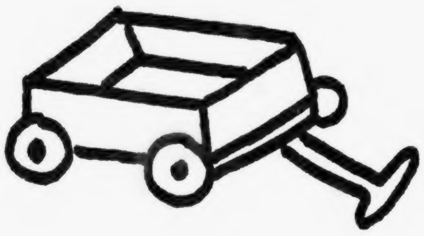


Juguetes

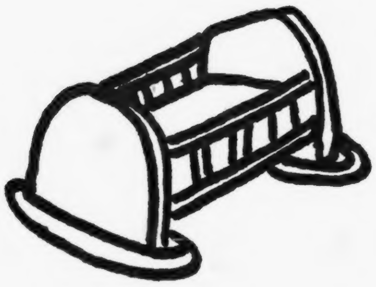
V-LA-9



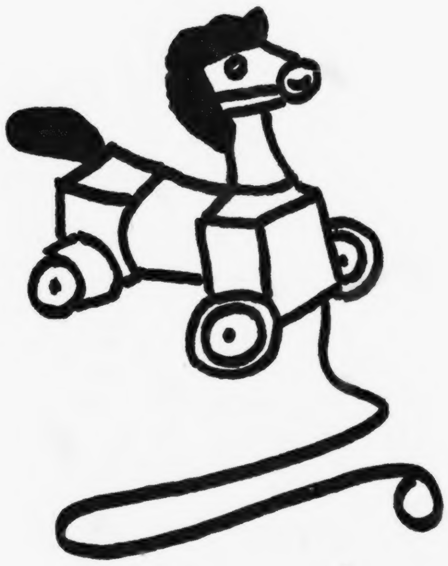
El trompo



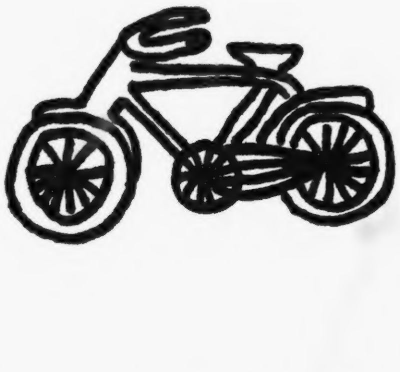
El carrito



La cunita



El caballito



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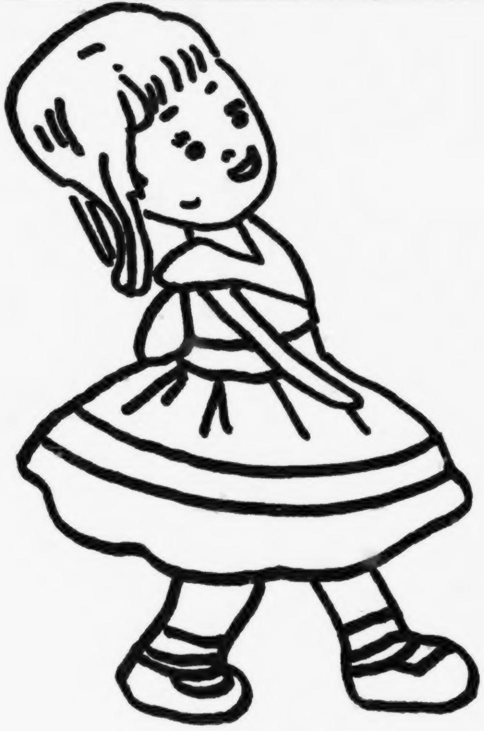


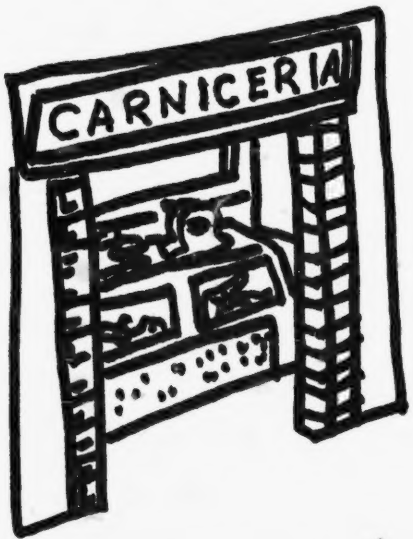
La muñeca

Lugares Adonde Vamos

V-LA-10

La escuela

El super-mercado



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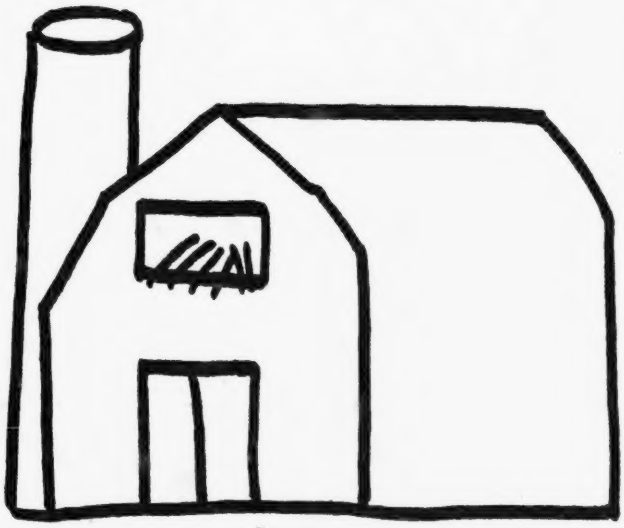

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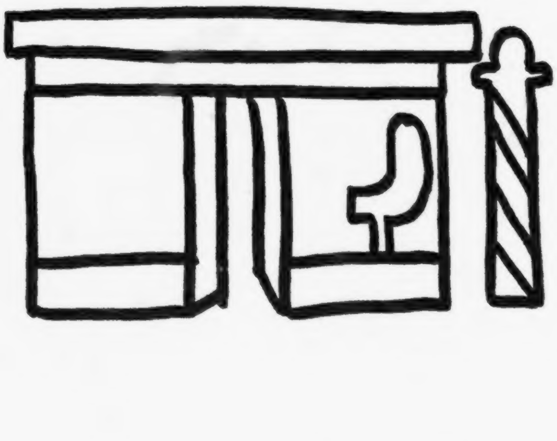
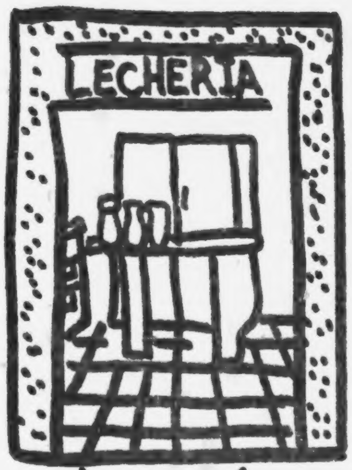


La peluquería

Lugares Adonde Vamos

V-LA-11



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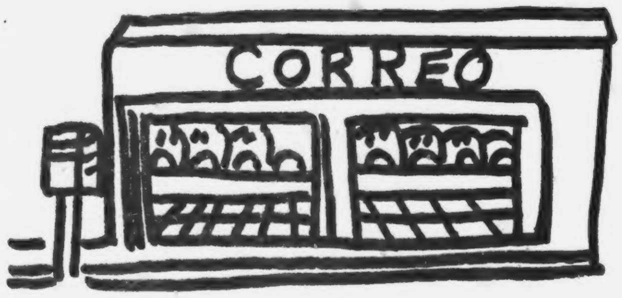
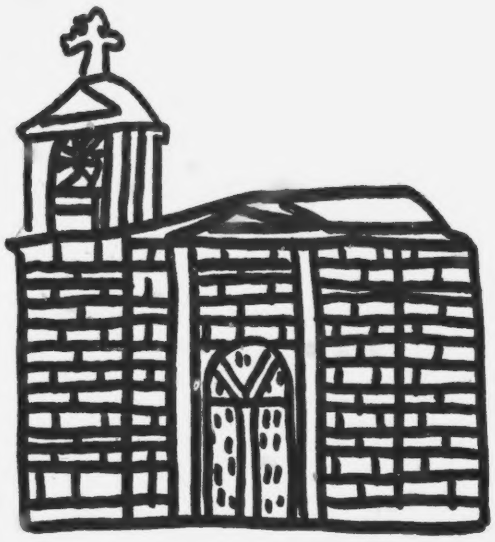


El correo

La panadería



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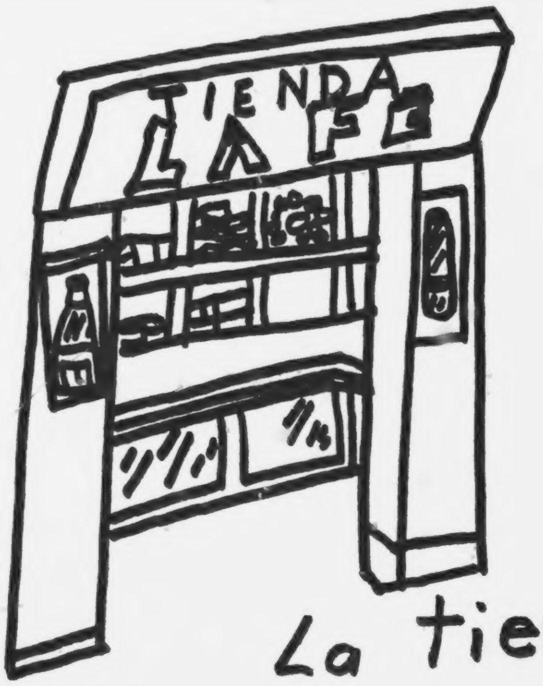
El cine



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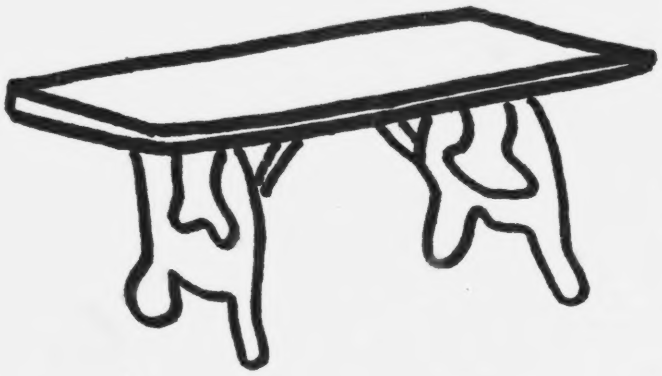
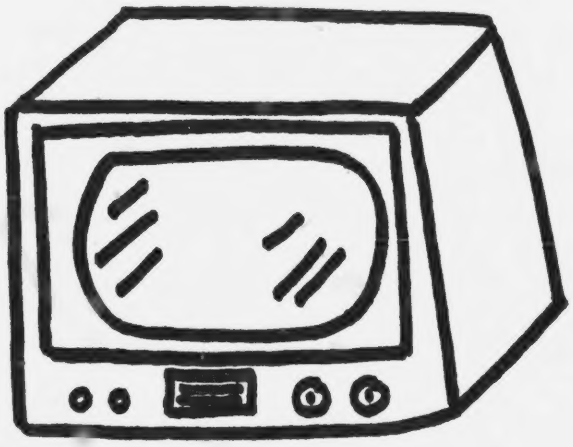
Muebles de la Casa



La mesa

La lámpara

La lámpara



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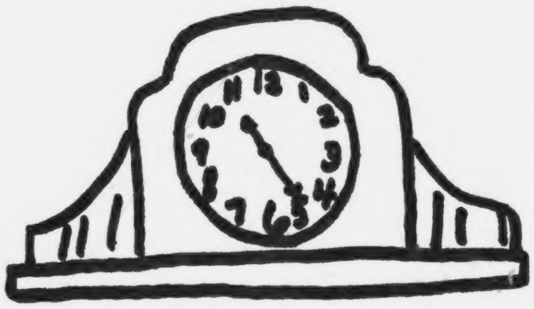


El reloj

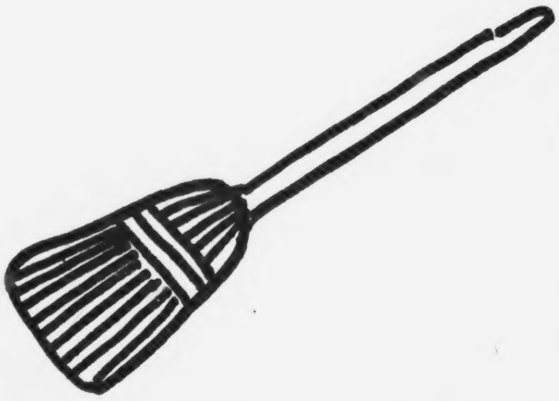
La radio

Utensilios

V-LA-35

La soga para la ropa

La cubeta



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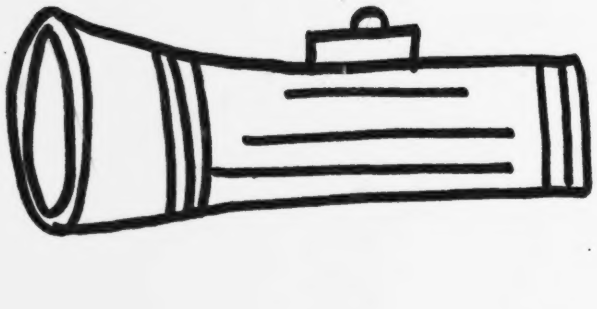
El trapeador

El abanico



La Lámpara de mano

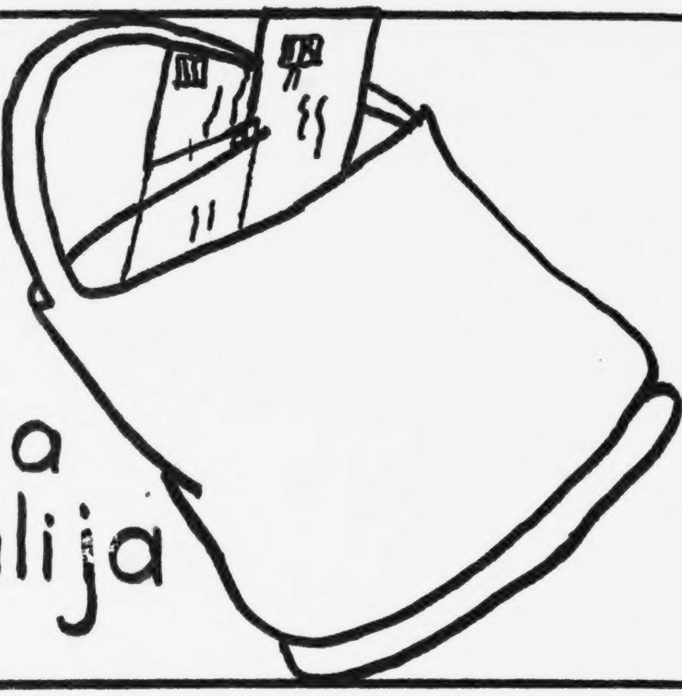
Suiza

China

V-ES-22

El Cartero

el cartero



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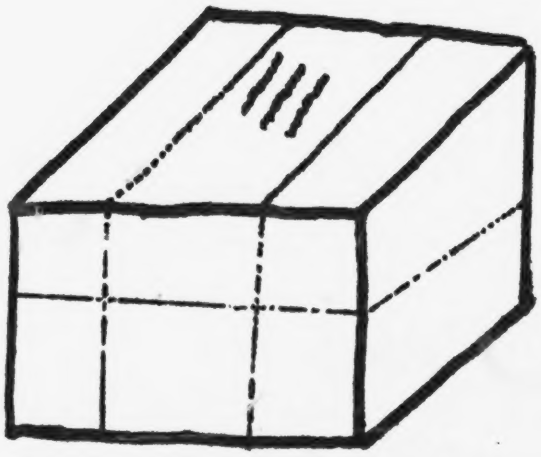
la carta



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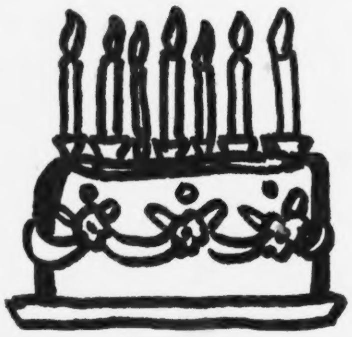
El Cumpleaños



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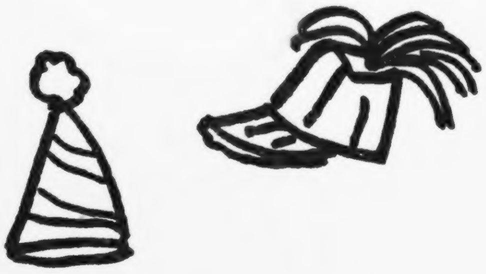

los
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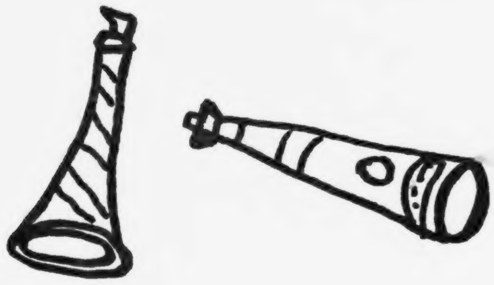

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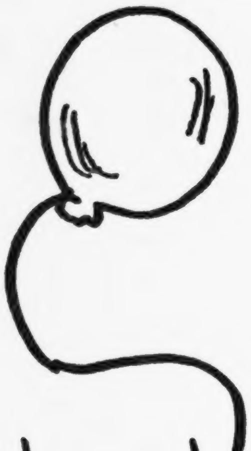

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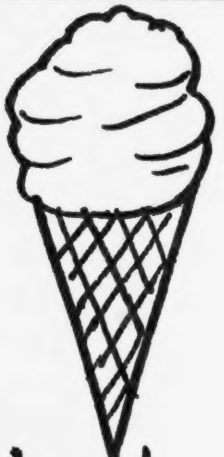

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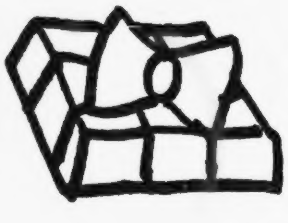
el sorbete

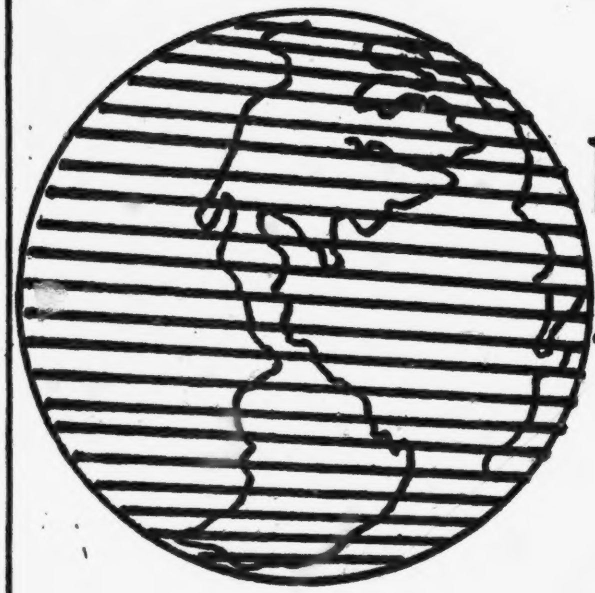


el regalo

V-ES-34

La Tierra

La Tierra



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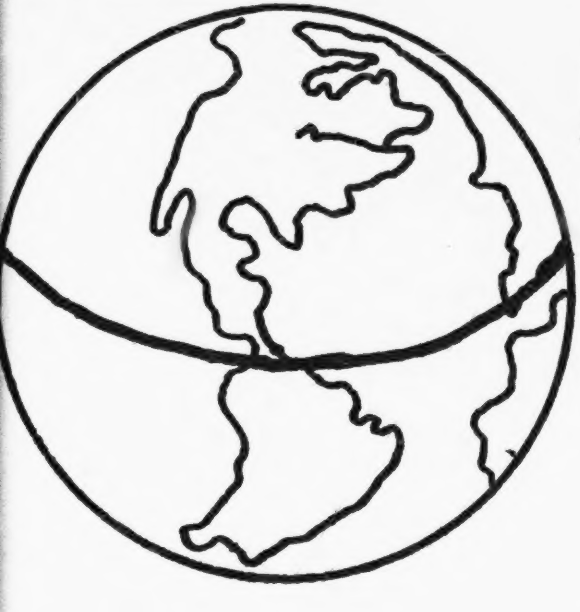

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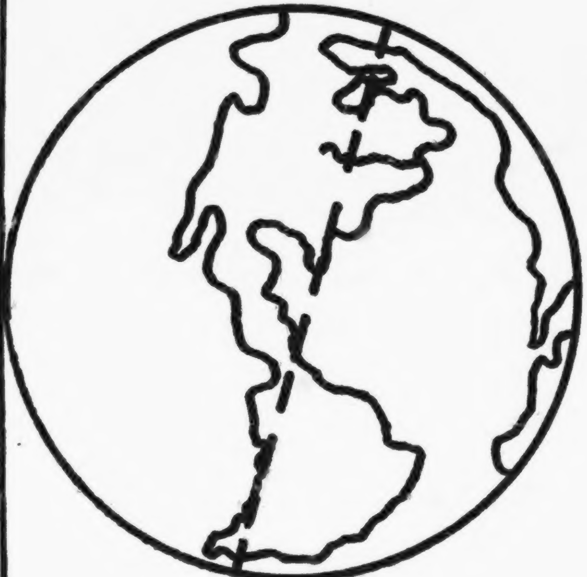

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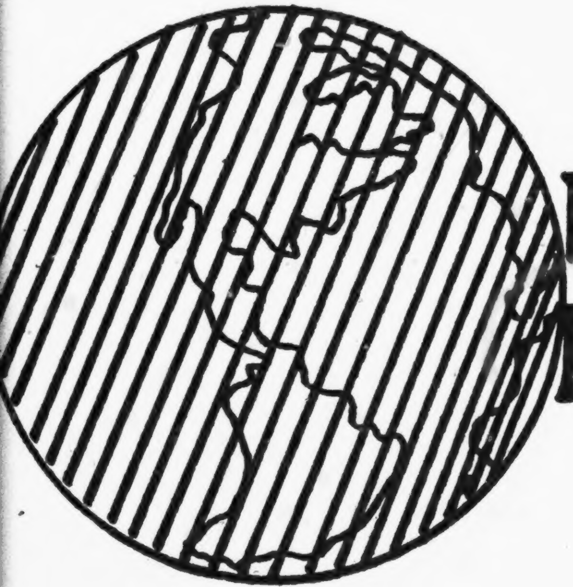

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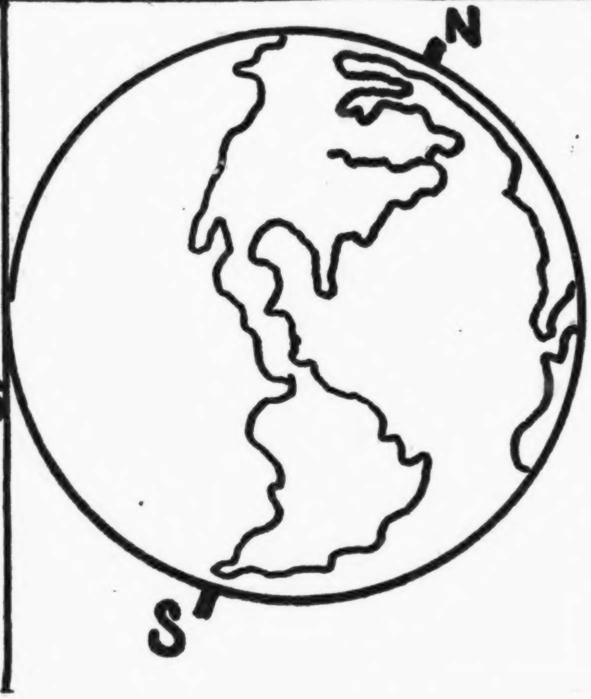
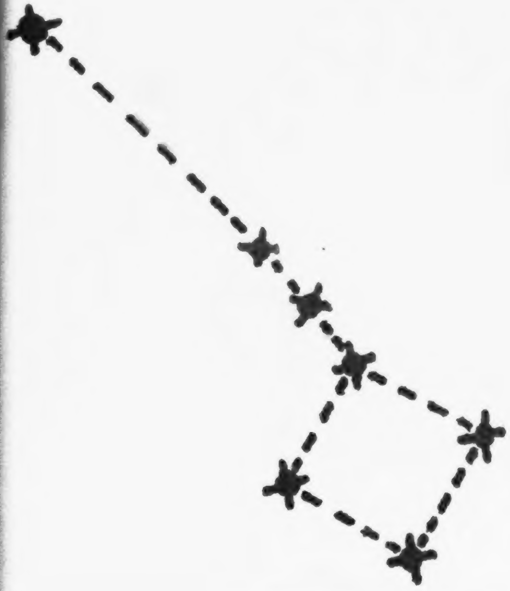


EL POLO Norte

EL POLO Sur

El cielo



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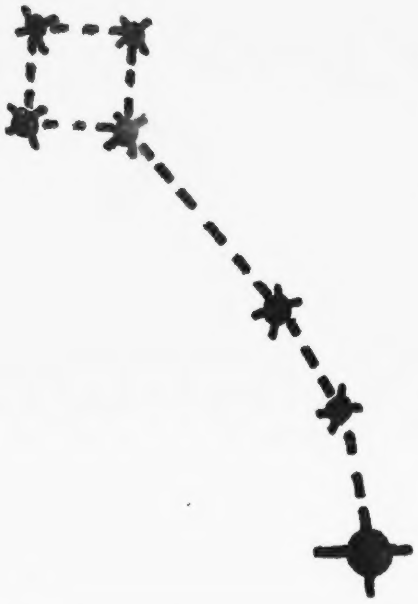
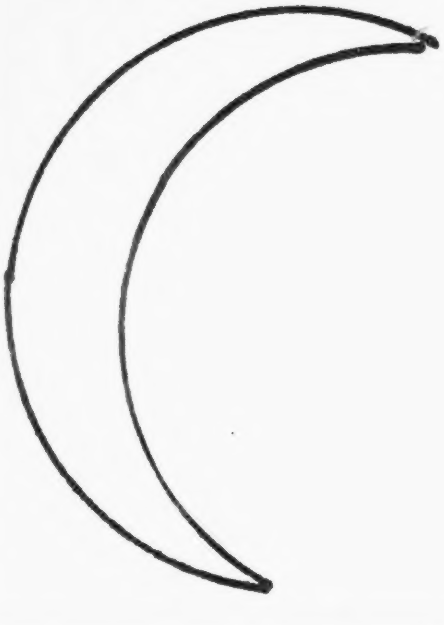


Osa Menor

Estrella Polar



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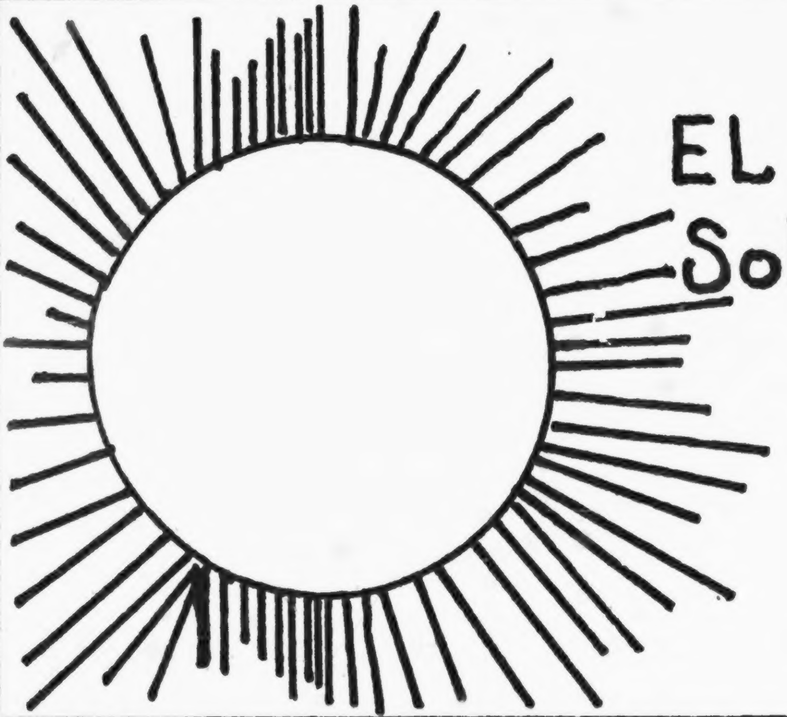
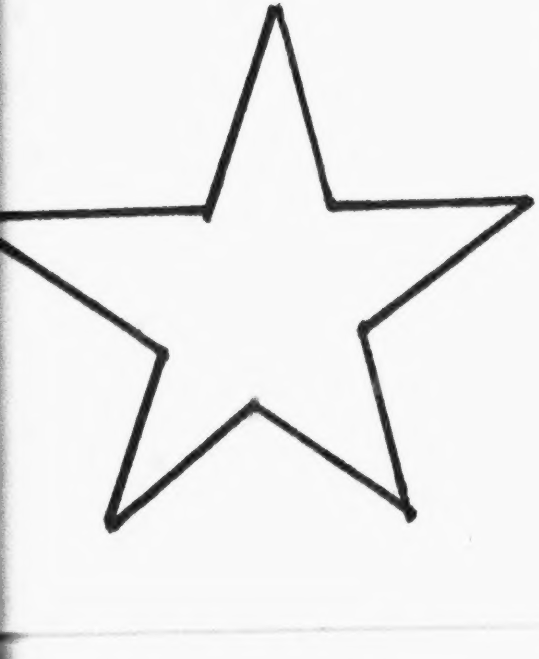


EL Sol



La Estrella

EL Cometa

GAMES, SONGS, AND DANCES

This report represents a summary of the efforts of our participants and staff in the following areas: (1) compilation of a basic list of Spanish books and records; (2) construction of representative units in Spanish; (3) development of a basic Spanish vocabulary for grades K-3; and (4) collection of games, songs and dances appropriate to the elementary child.

Although no samples have been included in this Report, our participants compiled and selected forty games in Spanish and twenty-eight songs appropriate for grades K-3. All this material with complete instructions for games, and musical notation is found in the *Participant's Workbook*.

Another activity of our institute was the development, arrangement and presentation of dances appropriate for elementary children. A committee of participants selected for this purpose made a presentation of six basic dances to other participants and guests. Due to the difficulty of writing dance steps and the time available, no samples of these dances have been incorporated into either this Report or the *Participant's Workbook*. It may be added, however, that all participants took part in learning these dances.

AA

ED031464

EPDA INSTITUTE FOR BILINGUAL TEACHERS & TEACHER AIDES

SUMMER 1969

A WORKBOOK

by

The Participants

of the

EPDA Institute for Bilingual Teachers & Teacher Aides

The Foreign Language Education Center

The University of Texas at Austin

June 9-August 1, 1969

SP003006

INTRODUCTION

Staff I-1
Participants I-2
Schedule I-6
Foreword I-7

Teaching Staff

Joseph Michel, Director
Mario Benítez, Assistant Director
Angel Aguirre
Theodore Andersson
Mary Esther Bernal
Herschel Manuel
Harvey Miller
Michael Pool

Graduate Assistants

Alvaro Romo de la Rosa, Coordinator
Carmen Corona
Lucía Elías-Olivares
Marilyn McGivney
Fernando Ponce
Michael Pool
Emilia Rodríguez
Mónica Ribadeneira
James Salterio
Marjorie Wall

Office Staff

Mrs. Winona Alff, Administrative Secretary
Mrs. Claricia Calvillo, Bilingual Secretary
Susan Cash, Clerical Assistant
Linda Lee, Clerical Assistant

Lecturers and Consultants

Carrahlee Benítez
Senator Joe Bernal, District 26-Bexar County Texas
Dr. Joe Cárdenas, Superintendent of Schools, Edgewood ISD, San Antonio
Jay Dick, Collier-MacMillan Publishing Company
Dr. Severo Gómez, Texas Education Agency
Louise Greenwood, Houghton-Mifflin Company
Dale Logan, Economy Publishing Company
Carlos Rivera, W.S. Benson Company
Ann Greer Shaw, McGraw-Hill Publishing Company

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES

SUMMER 1969

PARTICIPANTS

ALICE
- Alice ISD
  - Margie García (teacher)
  - Ebelia Martínez (teacher)

AUSTIN
- Creedmoor
  - Ofelia Saucedo (teacher)
- Ortega School
  - Nova Dickson (teacher)
  - Modesta Matamoros (aide)
- Zavala
  - Edelmira Sáenz (teacher)
  - Emma Galindo (teacher)
  - Martha Herrera (aide)

BROWNSVILLE
- Brownsville ISD
  - Minerva García (teacher)

DEL RIO
- Del Río ISD
  - Johnny Córdova (teacher)
  - Christina Fernández (teacher)
  - Lydia Rocha (teacher)
  - Mary Lou Rivera (aide)
- San Felipe ISD
  - Nellie García (teacher)

LA JOYA
- La Joya ISD
  - Eugenia Flores (aide)
  - Graciela Peña (aide)
  - Guadalupe Rodríguez (teacher)

LAREDO
- United Consolidated ISD
  - Reynaldo Rodríguez (teacher)

MC ALLEN
- Central Elementary School
  - Mary Rodríguez (aide)
  - María Elena Tagle (aide)

MERCEDES
- Mercedes ISD
  - Yolanda Solís (teacher)

OXNARD, CALIFORNIA
- Hueneme School Dist.
  - Corine Otero (teacher)

POST
- Post ISD
  - Lucila Valenzuela (teacher)

ROCKSPRINGS
- Rocksprings ISD
  - Lilia Cerda (aide)

SAN ANGELO
- San Angelo ISD
  - Ofira Grace Merkle (teacher)
  - María Belia Peña (teacher)

SAN ANTONIO
- San Antonio ISD
  - Marie Utley (teacher)
  - Guillermina Garza (aide)

SLATON
- Slaton ISD
  - Jesse Dábila (teacher)

WESLACO
- Weslaco ISD
  - Humberto Sáenz (teacher)
  - Gloria Sáenz (teacher)
  - Lilia Hernández (aide)
  - Cleotilde Cárdenas (aide)

WICHITA FALLS
- Wichita Falls ISD
  - Lola Estrada (teacher)

ZAPATA
- Zapata County ISD
  - Antonia Hernández (teacher)
  - Mélida González (teacher)
  - Ruth Garza (aide)
  - Rosalinda Benavides (aide)
  - Nancy Vidaurri (aide)

PARTICIPANTS

Teachers

Johnny Córdova (fourth grade)
116 Jodobo Drive
Del Rio, Texas
Garfield Elementary
Del Rio ISD

Jesse Dábila (third grade)
610 South Sixth St.
Slaton, Texas
Slaton ISD
P.O. Box 12

Nova Dickson (fourth grade)
4411 Airport, #127
Austin, Texas
Ortega Elementary
1135 Garland

Lola Estrada (first grade)
1508 Bluff
Wichita Falls, Texas
Wichita Falls Public Schools
413 Bluff St.

Christina Fernández (first grade)
907 Pierce Street
Del Rio, Texas
Garfield Elementary
Del Rio ISD

Emma Galindo (first grade)
3507 Pecan Springs Rd.
Austin, Texas
Zavala Elementary
310 Canadian

Margie García (third grade)
516 Loma Street
Alice, Texas
Salazar School
1028 Pierce

Minerva García (first grade)
802 Lakeside Drive
Brownsville
El Jardín Elementary
6911 Boca Chica

Nellie García (first grade)
504 Hudson St.
Del Rio, Texas
Stephen F. Austin School
300 Chapoy

Mélida González (second grade)
P.O. Box 183
Zapata, Texas
Zapata Elementary
P.O. Box 158

Antonia Hernández (kindergarten)
2001 Lincoln St.
Laredo, Texas
Zapata County ISD
Zapata, Texas

Ebelia Martínez (first grade)
P.O. Box 35
San Diego, Texas
J. Luz Sáenz Elementary
800 S. Johnson
Alice, Texas

Ofira Grace Merkle (kindergarten)
2758 Tech Ave.
San Angelo, Texas
Bradford Elementary
1202 E. 22nd

Corine Otero (kindergarten)
605 Channel Island Blvd., Apt. #3
Oxnard, California
Richard Bard School
354 N. 3rd
Port Hueneme, California

María Belia Peña (kindergarten)
1156 East 24 1/2 Street
San Angelo, Texas
San Angelo Public Schools
100 W. Magdalen

Lydia T. Rocha (first grade)
310 Linda Vista St.
Del Rio, Texas
Del Rio ISD

Teachers (Continued)

Guadalupe Rodríguez (first grade)
Route 1, Box 456-C
Mission, Texas
La Joya ISD
La Joya, Texas

Reynaldo Rodríguez (fourth-fifth-sixth grades)
426 Candlewood Dr.
Laredo, Texas
United Cons. ISD
Laredo, Texas

Edelmira Sáenz (first grade)
900 Herndon Lane
Austin, Texas
Zavala Elementary
310 Canadian

Gloria Sáenz (first grade)
919 South Texas
Weslaco, Texas
Weslaco ISD

Humberto Sáenz (third grade)
919 South Texas
Weslaco, Texas
Weslaco ISD

Ofelia Saucedo (first grade)
4320A James Casey
Austin, Texas
Creedmoor School
Del Valle ISD
Del Valle, Texas

Yolanda Solís (kindergarten)
138 North Missouri Ave.
Mercedes, Texas
West Elementary
Mercedes ISD
1225 S. Washington

Marie Utley (second grade)
208 Westminster
San Antonio, Texas
Brewster School
San Antonio ISD

Lucila Valenzuela (first grade)
109B South Avenue M
Post, Texas
Post ISD

PARTICIPANTS

Teacher Aides

Rosalinda Benavides (first grade)
P.O. Box 9
San Ygnacio, Texas
A.L. Benavides Elementary
Zapata County ISD

Cleotilde Cárdenas (not yet known)
700 N. Louisiana St.
Weslaco, Texas
Weslaco ISD

Lilia Cerda (first grade)
P.O. Box 527
Rocksprings, Texas
Rocksprings ISD

Eugenia Flores (not yet known)
P.O. Box 121
Los Ebanos, Texas
La Joya ISD
La Joya, Texas

Guillermina Garza (not yet known)
234 W. Harlan
San Antonio, Texas

Ruth Garza (first grade)
P.O. Box 22
San Ygnacio, Texas
A.L. Benavides Elementary School
Zapata County ISD

Lilia Hernández (not yet known)
409 Mesquite
Weslaco, Texas
Weslaco ISD

Martha Herrera (first grade)
2603 Hidalgo St.
Austin, Texas
Zavala Elementary
310 Canadian

Modesta Matamoros (first grade)
5230 Ledesma
Austin, Texas
Ortega Elementary
1135 Garland

Graciela Peña (not yet known)
P.O. Box 124
Los Ebanos, Texas
La Joya ISD
La Joya, Texas

Mary Lou Rivera (not yet known)
200 Cochran St.
Del Rio, Texas
Garfield Elementary
215 W. Garfield

Mary Rodríguez (first grade)
1108 Erie St.
McAllen, Texas
Central Elementary
110 South 10th

María Elena Tagle (third grade)
1303 South 14 1/2 Street
McAllen, Texas
Central Elementary
110 South 10th

Nancy Vidaurri (first grade)
P.O. Box 466
Zapata, Texas
Zapata County ISD

EPDA INSTITUTE FOR TEACHERS & TEACHER AIDES

June 8-August 1
SUMMER 1969

SKELETON WEEKLY SCHEDULE

Sunday, June 8: Get Acquainted Dutch Buffet-Green Pastures
Monday, June 9: Orientation, Registration, MLA Proficiency Exam, Pre tests in Spanish
Tuesday, June 10: Begin Regular Schedule as below:

PARLIN HALL 105

8-9:30 a.m. Ed. C. 684P.1 Elementary Bilingual Instruction

Weeks of:

June 10-20	Dr. Theodore Andersson
June 23-July 11	Michael Pool
July 14-18	Dr. Herschel Manuel
July 21-31	Mary Esther Bernàl

9:30-10:00 Coffee

10-10:50 Morning Workshop-Practice Dr. Mario Benítez

11-11:50 Spanish and English Language Skills In groups: Coordinated by Alvaro Romo de la Rosa

12-1 Lunch at the Castilian

1-1:50 Spanish 322k Civilization of Spanish America Dr. Angel Aguirre

2-3:50 Afternoon Workshop-Program Demonstration

Harvey Miller plus the following consultants:

June 19-20	Josué Gonzâlez
June 26-27	Dr. Herminia Cantero
June 30-July 1	Gladys Blankenship
July 7-8	Ralph Robinette
July 16-17	A. N. Vallado
July 24-25	A. E. García

6:30-8 p.m. (Tuesdays & Thursdays only) Lecturers and Films as follows:

WOOLDRIDGE HALL 101

June 17	Senator Joe Bernal
June 19	Folk dancers - Zavala School
June 24	Film: The Nature of Language & How it is Learned
June 26	Film: The Sounds of Language
July 1	Film: Words and Their Meaning
July 8	Film: The Organization of Language
July 10	Mrs. Mario Benítez
July 15	Mrs. Mario Benítez
July 17	Dr. Severo Gómez
July 22	Dr. Joe Cárdenas
July 24	Dr. T. D. Horn

Friday, July 25, 9-11: MLA Proficiency Exam, Post tests in Spanish
Friday, August 1: 8-5 p.m. ONE DAY WORKSHOP for Administrators

Beginning with the first week, participants will alternate speaking Spanish the first week, then English, in order to improve their language proficiency as bilinguals.

FOREWORD

Between June 9 and August 1, 1969, four full-time staff members assisted by four part-time instructors, numerous consultants and lecturers, an administrative secretary, a bilingual secretary, ten graduate assistants, and five representatives from publishing companies worked in close collaboration with thirty-nine bilingual elementary school teachers and teacher aides from seventeen different Texas school systems and one California school system on an institute of intensive training in bilingual education for bilingual teachers and teacher aides.

The following workbook represents a summary of the efforts of our participants in three basic areas: (1) construction of representative units in Spanish; (2) development of a basic Spanish vocabulary for grades K-3; and (3) collection of games, songs, and dances appropriate to this age child. All participants as well as the teaching and secretarial staff have actively engaged in the research, writing, drawing, correcting, and final editing necessary for the production of these materials.

Since teaching materials in English are fairly abundant and in Spanish are quite scarce, it was felt that most of the efforts should be directed toward the production of Spanish materials. Our institute wished not only to develop instruments which would be helpful to the participants in a bilingual situation, but also to design the way in which a production team of teachers and teacher aides could pool their knowledge and experience in the development of curriculum materials. In this sense, therefore, our workbook is a method as well as a result.

BIBLIOGRAPHY

The following list represents a selection of books which have been helpful in the creation of curriculum materials in Spanish, and in the development of basic school libraries in Spanish for children. It is not a comprehensive list of Spanish materials and should not be considered an adequate selection of what is currently in print.

A list such as this one is an attempt to solve a problem frequently encountered by school administrators and directors of bilingual programs: "We have no books in Spanish. How do we get started?" It is hoped that the books here recommended can get a school district "started."

Teachers who are asked to develop Spanish materials cannot do so in a vacuum. They must have a basic although small reference library. Without it their task becomes very difficult and quite expensive. It may take a group of teachers fifteen minutes to decide the type of expression that would be appropriate in a unit. With proper references this problem can be solved in fifteen seconds.

Although a large percent of elementary school children in some schools are Spanish speakers, very seldom are books in Spanish for them found in school libraries. If a bilingual program is going to develop properly and carry a full cultural impact, it is imperative that children be surrounded by books written in Spanish. The cost of such a library is quite moderate. The benefits to be derived are great.

It is estimated that all the books suggested in this list will cost in the vicinity of $350.00. Included in this figure are records also.

All books listed which are published in the United States may be purchased through regular channels. Names and addresses of jobbers are given for books or records from foreign sources. Prices offered are to be understood as approximate and not exact. They are, of course, subject to change by publishers or distributors at any time.

The Foreign Language Education Center of the University of Texas at Austin has accumulated a sizeable library of materials published in Spanish. A catalog of Spanish holdings has been printed recently. Inquiries are welcome to the librarian of the Center.

READING: FIRST LEVEL

Reference

Torres Quintero, Gregorio. El método onomatopéyico. México: Editorial Patria, 1968. SOFTBOUND. $1.24.

A widely used system of teaching reading throughout Mexico. Phonic approach. Detailed instructions to teachers on each unit.

Southwest Educational Development Laboratory. Las Vocales. Las Consonantes. Accompanied by Teacher's Manuals. 7 Vols. Experimental Edition. Austin: Southwest Educational Development Laboratory, 1968. SOFTBOUND.

A basic resource material for teachers who wish to teach reading in Spanish to Spanish speaking children. Phonic approach is used. Extensive number of activities and different evaluations are offered. Very comprehensive at the initial level of reading.

Readers

The following books may constitute a basic library for students who are at the first level of reading:

Laidlaw Series. Por el mundo del cuento y la aventura. 5 Vols. River Forest, Illinois: Laidlaw Brothers, Inc. HARDBOUND. $7.23.

This is a series of basic texts for Latin American children. The first five volumes are appropriate to this level. Series sponsored by the Department of Education, Puerto Rico.

Toray Series. Cuentos abuelita. 20 Vols. Barcelona, Spain: Ediciones Toray, n.d. Complete collection may be bought through Adler's Foreign Books, Inc., 162 Fifth Avenue, New York, N.Y. 10010. SOFTBOUND. $10.00 for complete collection.

Stories of animals. Very simple Spanish. Suggested for children ages 6-10. Each volume has 16 pages fully colored. Plastic binding. Colorful covers.

Susaeta Series. Colección Edilux. 3 Vols. Madrid, Spain: Ediciones Susaeta, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $3.00 for complete collection. HARDBOUND.

A series specially designed for beginners. Varied topics. Suggested for children 6-7. Pages are fully colored. Plastic binding. Colorful covers.

Aguilar Series. Colección libros para mirar. 12 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $8.00 for all volumes. SOFTBOUND.

Topics in this series are the time of day, the sky, the earth, the city, the country, the family, the circus, domestic animals, etc. Series is suggested for children of up to 7 years. Volumes range from thirty to one-hundred pages. Fully colored.

La Galera Series. Colección la galera de oro. 13 vols. Barcelona, Spain; Ediciones La Galera, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $18.00 for all volumes. HARDBOUND.

Series suggested for children ages 7-8. Varied topics. Each volume has 28 pages fully colored, vocabulary, questionnaire, songs, and activities.

La Galera Series. Colección la ruta del sol. 12 vols. Barcelona, Spain: Ediciones La Galera, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $6.00 for all volumes. SOFTBOUND.

This series follows the "route" of the sun through the year. Suggested for children 8-9. Profusely illustrated, fully colored.

READING: INTERMEDIATE AND ADVANCED LEVELS

The following books may constitute a basic library for children up to twelve years of age.

Aguilar Series. Colección The Blue Globe. 10 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $8.00 for all volumes. HARDBOUND.

Topics in this series are songs from Spain, games to be played outdoors, for girls only, how to make toys, puppet plays, animal stories, etc. Series is suggested for children 8-10. Volumes range from sixty to over one-hundred pages. Fully colored.

Aguilar Series. Colección The Green Globe. 23 vols. Madrid, Spain: Aguilar, S.A., n.d. Complete collection may be bought through Adler's Foreign Books, Inc. $30.00 for all volumes. HARDBOUND.

Series is almost entirely devoted to myths and legends throughout the world. Suggested for children 10-12. Volumes range from ninety to over one-hundred pages.

Toray Series. *Cuentos clásicos Toray*. 32 vols. Barcelona, Spain: Ediciones Toray, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. SOFTBOUND. $22.00 for complete collection.

Series presents the stories of Grimm, Perrault, Andersen, etc. Each volume has twenty-four pages. Profusely illustrated. Colored covers.

Campanilla Series. *Colección Campanilla*. 26 vols. Barcelona, Spain: Editorial Juventud, n.d. Complete collection may be bought through Adler's Foreign Books, Inc. HARDBOUND. $30.00 for complete collection.

Series designed for children 7-12. Varied topics. Each volume has approximately twenty pages. Colored covers and fully illustrated.

MATHEMATICS

Laidlaw Series. E. T. Blanco, et al. *Los Primeros Pasos en Aritmética*. Book I and Book II with Teacher's Guides. 4 vols. River Forest, Illinois: Laidlaw Brothers, 1966. SOFTBOUND. $3.00 per series.

Laidlaw Series. E. T. McSwain, et al. *Matemática*. Books III, IV, V, and VI with Teacher's Guides. 8 vols. River Forest, Illinois: Laidlaw Brothers, 1966. HARDBOUND all volumes. $22.80 per series.

Both of these series were written (in their Spanish form) under the sponsorship of the Department of Education, Puerto Rico. Colorfully printed.

Fondo Educativo Interamericano Series. Robert E. Eicholz. *Matemática para la educación primaria*. Books Pre-Primary (2), I, II, III, IV, V, and VI with seven Teacher's guides. 15 vols. Bogotá, Colombia: Fondo Educativo Interamericano, S.A., 1968. SOFTBOUND. $12.00 per series.

This is the first Spanish edition of *Elementary School Mathematics* published in 1968 by Addison-Wesley. All concepts in new math are incorporated. Colorfully printed.

SCIENCE

Laidlaw Series. Edwina Jones, et al. *El camino hacia la salud*. Books I, II, III, IV, V, and VI. 6 vols. River Forest, Illinois: Laidlaw Brothers, 1959... HARDBOUND. $10.50 per series.

Written under the sponsorship of the Department of Education, Puerto Rico.

Heath Series. Herman and Nina Schneider. Serie de ciencia. Books I, II, III, IV, V, and VI. 6 vols. Boston: D. C. Heath and Co., 1961. HARDBOUND. $11.00 per series.

This series has been adapted to the experience level of the Latin American child (Puerto Rico.) Colorfully printed.

Southwest Educational Development Laboratory Series. Desarrollo del lenguaje oral. Ciencia. Books K, I, II, III, IV, and V. 6 vols. Austin: Southwest Educational Development Laboratory, 1969. SOFTBOUND. Unknown Price.

This is a series for oral language development as well as for the development of concepts in science. Science content is based on the materials by the American Association for the Advancement of Science.

SPANISH AS A SECOND LANGUAGE

Benson Series. Carlos Rivera. Para mis niños. Books I, II, III, and IV with Teacher's Guides. 8 vols. Austin: W. S. Benson and Co., 1966. Students' books are HARDBOUND. Teacher's Guides are SOFTBOUND. $19.04.

Materials presented are suitable for a third-year pupil or younger. Series is based on the audio-lingual approach. All four language skills are emphasized.

Holt Series. Robert Brooks, et al. Introducing Spanish. With Teacher's Guide. 2 vols. New York: Holt, Rinehart and Winston, 1964. HARDBOUND. $7.76.

This is a completely aural-oral course from which reading is excluded. The student's book contains no printed Spanish-only pictures and charts. It is the very first book in the Holt series.

__________. __________________. Primer Curso. Segundo Curso. With Teacher's Guides. 4 vols. New York: Holt, Rinehart and Winston, 1964. Students' books are HARDBOUND. Teacher Guides are SOFTBOUND. $17.44.

Primer curso may be used either as a first or second book. If used as a second book it is preceded by Introducing Spanish. Strong audio-lingual approach.

Webster (McGraw-Hill) Series. Conrad J. Schmitt. Let's Speak Spanish. Books I, and II. Teacher's Guides. 4 vols. St. Louis: McGraw-Hill, Inc., 1965. HARDBOUND. $10.05.

ENGLISH AS A SECOND LANGUAGE

Reference

Finocchiaro, Mary. Teaching English as a Second Language. Revised and Enlarged Edition. New York: Harper&Row, 1969. HARDBOUND. $7.95.

A basic manual of teaching practices. Designed primarily for teachers of English at the elementary and secondary levels. Includes courses of study for beginning language learners, lesson planning, materials for the different skills, etc.

Texts

De Cotto, Lucila S. et al. English as a Second Language. Levels I, II, and III. Accompanied by Teacher's Guide, Levels I, II, and III. 6 Vols. Boston: D.C.Heath and Co., 1965. Students' books are HARDBOUND. Teacher's Guides are SOFTBOUND. $29.50.

This series is a revision of the Fries American English Series exhibiting basic changes in content and format. Each level is intended to provide one year of language practice for students learning English as a second language. The series emphasizes oral practice followed by the reading and writing of the language items practiced orally. All the material was developed by the Department of Education, Commonwealth of Puerto Rico.

Bumpass, Faye L. The New We Learn English. A series. Teacher's Guides. 5 Vols. New York: American Book Company, 1968. SOFTBOUND. $7.50.

The series consists of five texts for teaching English as a second language to elementary children. The first text is a language readiness book. The series is based on the audio-lingual approach throughout each grade level.

Thomas, Hadley A. Oral English. Level I. Accompanied by Teacher's Guide, Level I. 2 Vols. Oklahoma City: The Economy Company, 1968. SOFTBOUND. $2.94.

A program for children who do not speak English. Emphasis is placed on learning basic patterns of English. Based on the audio-lingual approach with no reading or writing included.

Wheeler, Gonzâlez. Let's Speak English. A Series. Books 1-6. New York: McGraw-Hill Book Company, 1967. SOFTBOUND. $5.82.

Designed to introduce English to children whose native language is not English. The series is based on the audio-lingual approach. It does not teach reading or writing skills.

Books

Pastor, Angeles. Campanillitas folklóricas. River Forest, Illinois: Laidlaw Brothers, 1960. HARDBOUND. $2.50.

Songs and games of children from Puerto Rico. Specifically arranged for children 5-7 years of age. Contains a good selection also of songs for the pre-school child. Songs are common to all of Latin America.

Sandi, Luis. ¡Canto por nota! Segunda Parte. México: Librería Ariel, n.d. SOFTBOUND. $.40.

Songs for children from all of Latin America. Emphasis is on Mexican songs. Famous tunes from Canada, England, France, and non-Spanish America. Also included are classic melodies from Schubert, Beethoven, and Mendelssohn with simple Spanish lyrics.

Jacovetti, Raymond N. Escuchar y cantar. New York: Holt, Rinehart and Winston, 1965. SOFTBOUND. $2.00.

Songs of children from all of Latin America. Suitable for grades K-3. All songs are recorded on 13 seven-inch, 33 1/3 rpm long playing records available from publisher in boxed sets.

Ribes, Francisco. Canciones de España y América. Madrid: Santillana, 1965. HARDBOUND. $1.50.

Folk songs for children. Includes peninsular as well as Latin American selections. There are fifty-six songs divided into the following sections: "nanas y villancicos," "romances," "canciones populares," "romances infantiles," "canciones infantiles."

Records

Sing Along with a Spanish Song. Kapp. KS-3283. Stereo. Twelve-inch, 33 1/3 rpm long playing. Available from Lorraine Music Co., P.O.Box 4131, Long Island City, N.Y. 11104. $4.95.

Recorded in Mexico City by Carlos Ramírez and the Carlos Ramírez Chorus with battery of traditional percussion instruments. Includes traditionally popular songs from Latin America,the kind children's parents are likely to remember and sing frequently. These songs are recorded: La paloma, Adiós muchachos, El relicario, Cielito lindo, Mi viejo amor, Alma llanera, Adiós mi chaparrita, Cuatro vidas, Guadalajara, Muñequita linda, Adelita, Ti-pi-tin. LYRIC INCLUDED.

SONGS

Vamos a cantar ... . Folkways. FC-7747. Monophonic. Twelve-inch, 33 1/3 rpm long playing. Available from Lorraine Music Co. $4.95.

A collection of children's songs in Spanish recorded by Octavio Corvalán. Selection ranges from traditional popular songs of Latin America to lullabies. Included are: *Una tarde fresquita de mayo*, *Noche de paz*, *Cachito*, *A la nanita nana*, *O Susana*, *Adelita*, *Mambrú se fue a la guerra*, *Canción del adiós*, *Vidalita*, *feliz cumpleaños*, *Un barco chiquitito*, *Cielito lindo*, *Se va, se va la barca*, *Arroz con leche*, *Dos palomitas*, *Las manañitas*, *Arrorró*. LYRIC INCLUDED BOTH SPANISH AND ENGLISH.

Pina Alvarez y sus coros infantiles. Columbia (Harmony.) HL-8188. Monophonic. Twelve-inch, 33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of children's songs interpreted by children. Four Christmas songs are included. Recorded are: *A la rorro niño*, *La cachuchita*, *Naranja dulce*, *El reloj*, *Las mañanitas*, *La cucaracha*, *Allá en el rancho grande*, *Estrellita marinera*, *Patito, patito*, *A la víbora de la mar*, *El juego de Juan Pirulero*, *La indita*, *Adeste Fideles*, *Jingle Bells*, *Noche de Paz*, *Arbol de Paz*. LYRIC NOT INCLUDED.

Juguemos a la rueda con las ardillitas. Columbia (Harmony.) HL-8070. Monophonic. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of children's songs in Spanish recorded in Mexico. Included are: *Mambrú se fue a la guerra*, *En coche va una niña*, *Se va la barca*, *Entre San Juan y San Pedro*, *La torre en guardia*, *Cu-cu cantaba la rana*, *Se me ha perdido una niña*, *La blanca paloma*, *Una linda mañana*, *Una tarde fresquita de mayo*, *Muy buen día su señoría*, *Sobre el puente de Avignon*. LYRIC INCLUDED IN SPANISH.

Conejo Blas... A dónde vas... . RCA. MKL-1616. Monofónico. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

A collection of musical narratives by Francisco Gavilondo Soler (Cri-Cri). These are very popular throughout Mexico.

Homenaje a Cri-Cri. RCA. MKL-1095. Monofónico. Twelve-inch,33 1/3 rpm long playing. Available from distributor. $4.95.

Another set of musical narratives by Cri-Cri.

Escuchar y cantar. Monophonic. 13 seven-inch, 33 1/3 rpm long playing records. Boxed set. Holt, Rinehart and Winston. Available from publisher.

A collection of children's songs in Spanish selected by Raymond N. Jacovetti. Records should accompany *Escuchar y cantar* by same author. An orchestra first plays the tune; then the singer joins in and sings a verse; finally the singer repeats the verse, leaving a pause after each phrase so the children can sing that phrase.

GAMES

Vogan, Grace D. Merry-go-round of Games in Spanish. Revised Edition. Skokie, Illinois: National Textbook Company, 1962. SOFTBOUND. $1.75.

A collection of vocabulary-building games for class use. Titles of games are in Spanish. Instructions use English. Dialogues are usually in Spanish with English translation where needed.

Hubp, Loretta B. Let's Play Games in Spanish. Skokie, Illinois: National Textbook Company, 1968. Vol. I. HARDBOUND. $3.75.

A collection of games and skits. Games included are for use in Kindergarten through Junior High. Instructions for playing are given in English. The dialogue is in Spanish with an English translation where needed.

DANCES

Johnston, Edith. Regional Dances of Mexico. Lincolnwood, Illinois: Banks Upshaw and Company, 1963. SOFTBOUND. $1.00.

A collection of dances suitable for programs, assemblies, etc. Each number has been worked out in detail. There are specific instructions for copying costumes, music for accompaniments, and directions for dance formations. More suitable for grades three and up. Instructions are in English. Dialogue is in Spanish. Included are the following dances: El torito de petate, La costilla, Las canacuas, El jarabe Míchoacano, Los viejitos, La botella, El jarabe tapatío, La chilena Guerrerense.

UNIDADES

I. Unidad de lectura

II. Unidad de matemáticas

III. Unidad de ciencias naturales

IV. Unidad de lenguaje

V. Unidad de estudios sociales

GRADO: Primero

UNIDAD: Lectura

AUTORES: Gloria Sáenz
Mélida González

TOPICO: Enseñanza de la e

Objetivos

1. Enseñar el sonido de la vocal e.
2. Mostrar al niño la relación que hay entre la letra y el sonido.
3. Ayudar al niño a que reconozca el sonido e en palabras donde se encuentre. Primero, en posición inicial; después en posición intermedia o final.
4. Ayudar al niño a que reconozca la forma escrita de la vocal e.

Palabras

Las siguientes palabras pueden usarse como ejemplos de sonido e en posición inicial:

espada
escritorio
elote
escalera

ejote
enfermera
elefante
estufa

estrella
escuela
escoba
espina

Procedimiento

1. Presentación de un cuentecito corto como introducción al sonido e.

   Ejemplo:

   > El tío José sufre de la sordera. El tiene una tienda donde los niños van a comprar dulces. Un día Juanita va a la tienda y le pide un dulce. Como el tío José no oye bien, él dice: "Eh?-Eh?-Eh?" Lo que el tío José dice es el sonido de la e.

2. El maestro modela el sonido e. Los niños lo repiten en grupo e individualmente.

3. Los niños sugieren palabras que tengan el sonido e en posición inicial.

4. El maestro enseña cómo se escribe el sonido e.

5. Los niños practican el reconocimiento del símbolo e mediante diversas actividades.

6. Evaluación.

Materiales

1. Fotografías de objetos que empiecen con e y que los niños reconozcan.
2. Objetos que el niño pueda tocar y que empiecen con e.
3. Materiales duplicados para las diversas actividades.
4. Materiales duplicados para la evaluación.

e e e e e

Dibujo tomado de Southwest Educational Development Laboratory. Las vocales, 1968. p.I-2-3.

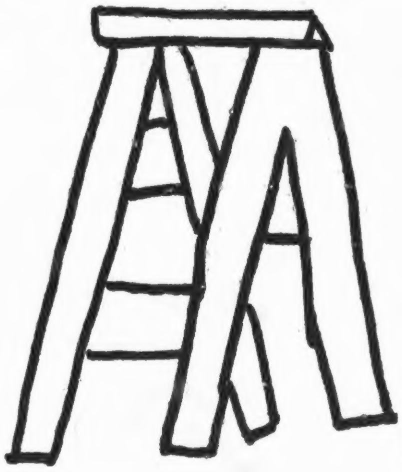
Tío José

Tía María

Actividad II

Instrucciones: Ponga el ejemplo en la pizarra. Use la mano y diga: "escalera." "esta es una escalera." Haga que los niños apunten hacia el dibujo de la escalera. Subrayen las palabras.

Las actividades de esta unidad están basadas en (1) Southwest Educational Development Laboratory, Lecciones fonéticas preparatorias, Las vocales, 1968; y (2) G. Torres Quintero, Guía del método onomatopéyico. Mexico: Patria, 1968.



Esta es una escalera.

escalera

Esta es una espina.

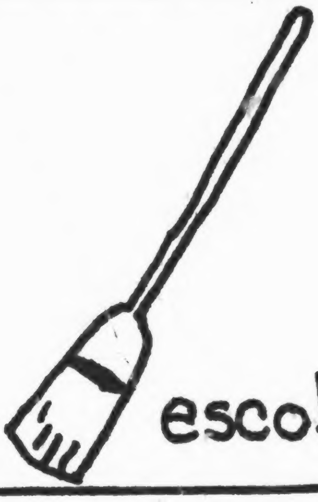
espina

Esta es una estrella.

estrella

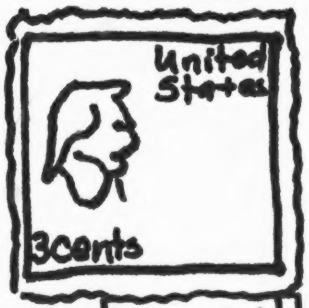
Actividad III

Instrucciones: Ponga un ejemplo en la pizarra. Diga: "vamos a marcar dos palabras que empiezan con el sonido e."



escoba

ala



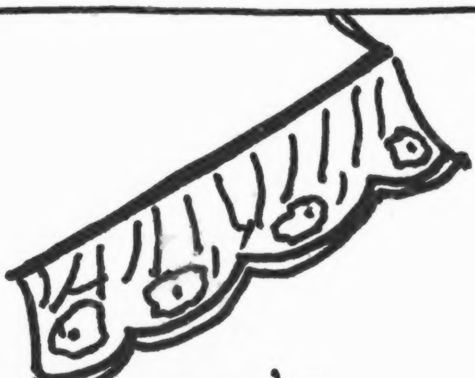
estampilla

árbol

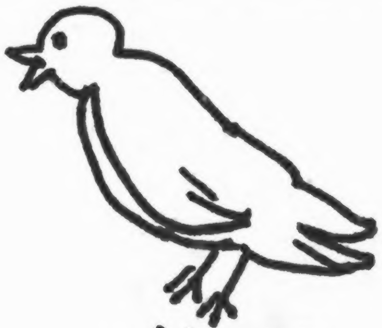
estrella

espada

elote



encaje



pájaro

Actividad IV

La maestra reparte hojas donde se encuentra lo siguiente:

a						
i						
e						
o						
u						

También reparte hojas que contengan las vocales:

a	a	a	a	a	a	a
i	i	i	i	i	i	i
e	e	e	e	e	e	e
o	o	o	o	o	o	o
u	u	u	u	u	u	u

Los niños recortarán las formas que representan el sonido e y las colocarán en el cuadrito apropiado. Usarán pasta al pegarlas.

Evaluación I

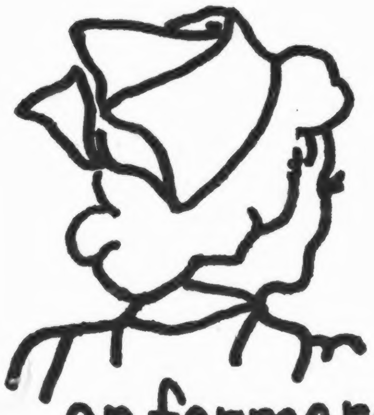
Instrucciones: Muestre la hoja duplicada y diga: "vamos a marcar las palabras que empiecen con el sonido e." Es preferible que ponga un ejemplo en la pizarra.

Los ejercicios de evaluación de esta unidad están basados en (1) Southwest Educational Development Laboratory, Lecciones fonéticas preparatorias, Las vocales, 1968; y (2) G. Torres Quintero, Guía del método onomatopéyico. México: Patria, 1968.

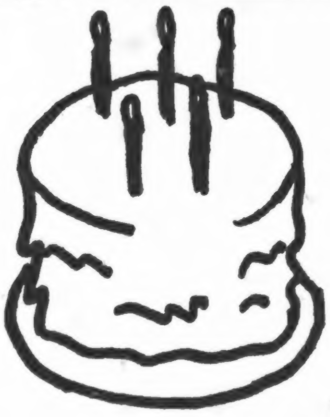
Ejemplo:

escoba

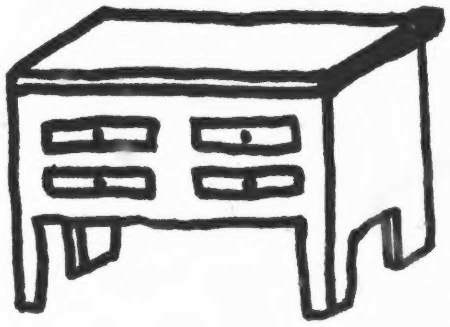
embudo



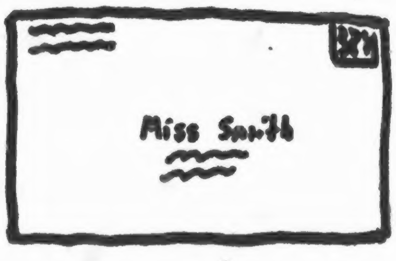
enfermera



pastel



escritorio



carta

casa

perro

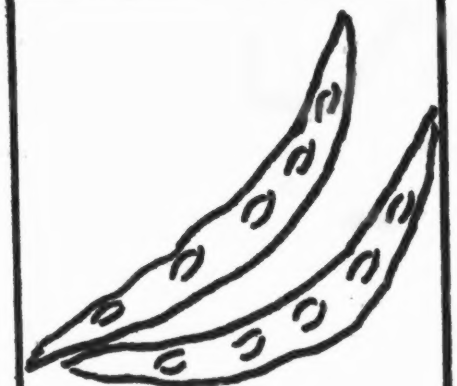
espada

Evaluación II

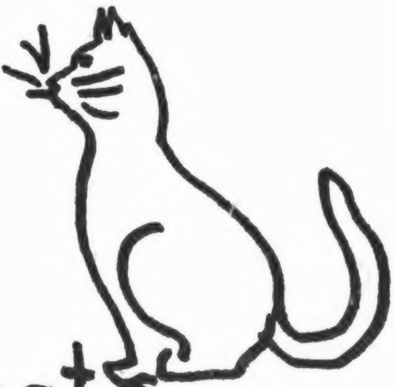
Instrucciones: Muestre la hoja duplicada y diga: "vamos a marcar las palabras que empiecen con el sonido e." Es preferible que ponga un ejemplo en la pizarra.

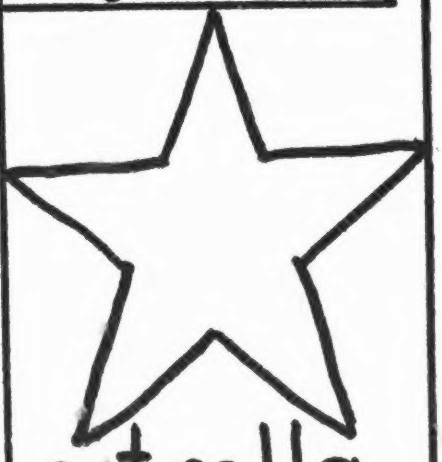
lápiz

estambre

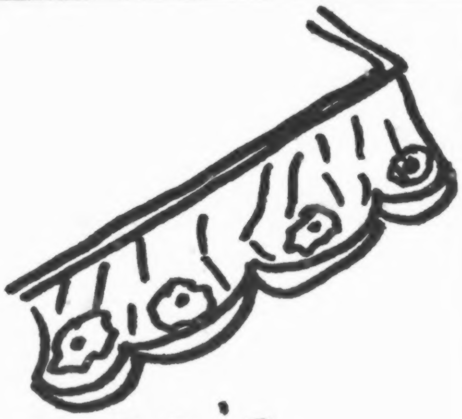

ejote

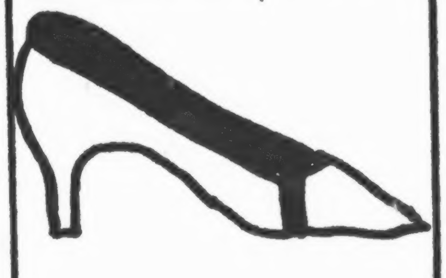
elote


gato


estrella

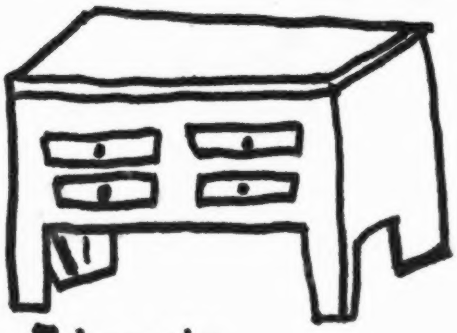
estufa


encaje


zapato

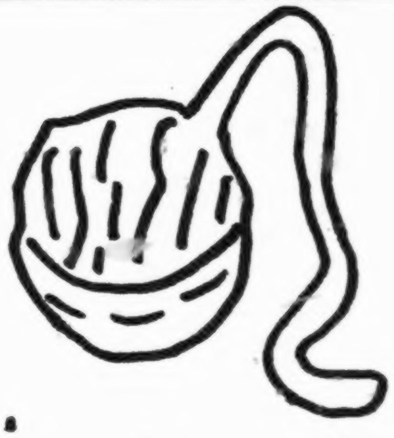
Evaluación III

Encierre dentro de un círculo el sonido con que empieza la palabra representada en cada dibujo.

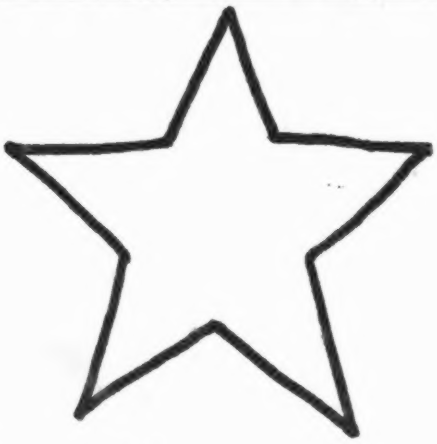


Ejemplo:

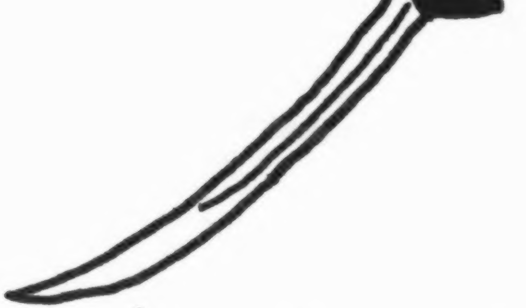
[✓ e] a o



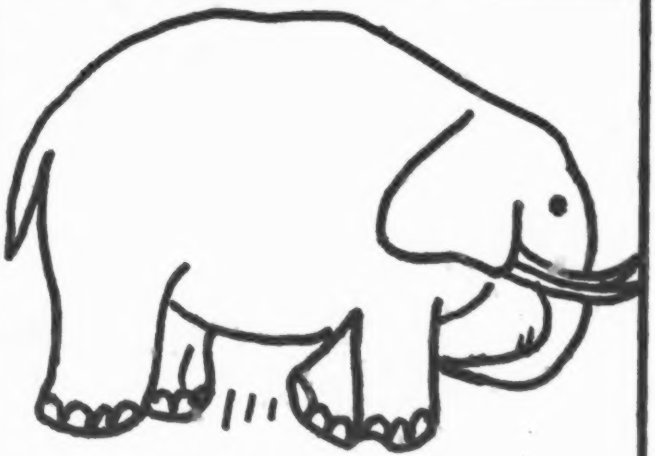
i u e



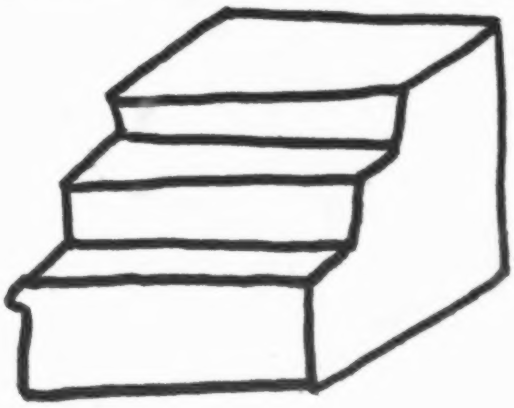
o u e



i e a



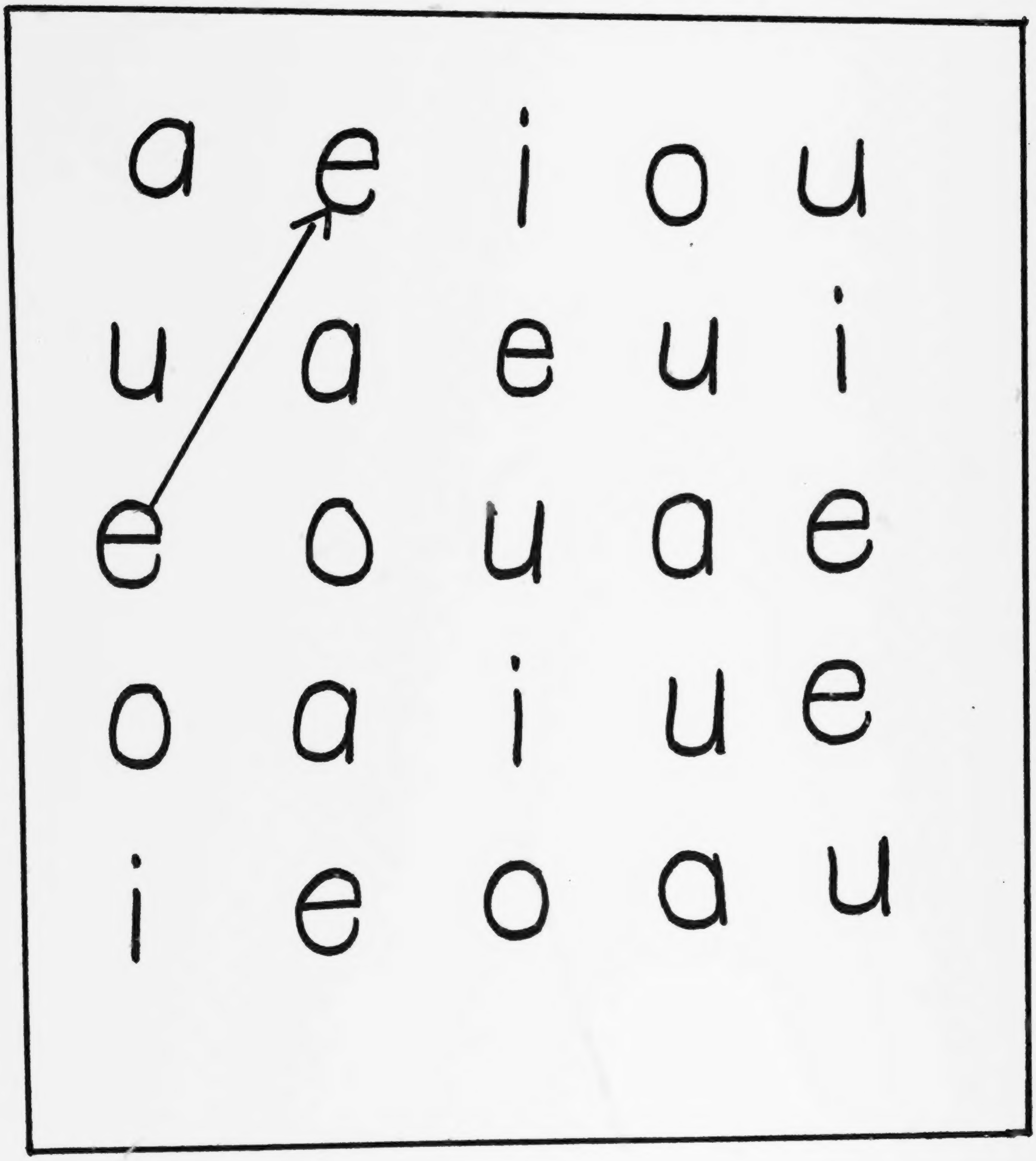
a i e



u i e

Evaluación IV

Esta es una prueba para unir vocales idénticas. Puede usarse con cualquier vocal y es muy eficaz como repaso de las vocales.



a	e	i	o	u
u	a	e	u	i
e	o	u	a	e
o	a	i	u	e
i	e	o	a	u

GRADO: Primero

UNIDAD: Lectura

AUTORES: Ebelia Martínez
Lydia Rocha

TOPICO: Enseñanza de la consonante f

Objetivos

1. Enseñar el sonido de la consonante f.
2. Mostrar al niño la relación que hay entre la letra y el sonido.
3. Desarrollar la habilidad del niño para reconocer el sonido de la consonante f en palabras donde se encuentre. Primero, en posición inicial; después, en posición intermedia o final.
4. Mostrar al niño cómo la consonante f se une con las vocales para formar sílabas, y cómo las sílabas forman palabras.
5. Desarrollar la habilidad del niño para la lectura de oraciones cortas.

Palabras

Las siguientes palabras pueden usarse como ejemplos de sonido f en posición inicial:

Flor
faja
fusil
faro
fea
florero
frío
fruta
fresca
flojo
foca
fresas
flecha
falda
fuego

Las siguientes palabras y frases pueden usarse en la enseñanza de sílabas con el sonido f:

- Fito tiene una faja
- Las fresas son frescas
- La faja es de color café
- El florero tiene flores
- Esta es una foca
- La rana es fea
- La fruta está fría

Materiales

1. Tarjetas con dibujos.
2. Fotografías de objetos que empiecen con f y que los niños reconozcan.
3. Tarjetas con la consonante f.
4. Tarjetas con las sílabas fa, fe, fi, fo, fu.
5. Tarjetas con las vocales a, e, i, o, u
6. Tarjetas con palabras nuevas que tengan el sonido f.
7. Materiales duplicados para las diversas actividades.
8. Materiales duplicados para la evaluación.
9. Títeres.

Procedimiento

1. Presentación de un cuentecito corto como introducción al sonido f.

Ejemplo:

En Weslaco hay un niño que se llama Tomás. Tomás tiene un gato y un perro. Todos los días les da de comer. Un día el perro tenía mucha hambre y se comió su comida muy aprisa. Pero todavía tenía mucha hambre. Poco a poco se acercó al plato del gato queriéndose comer su comida. El gato se enojó e hizo: "F-f-f-f-f." El perrito se fue muy triste.

2. La lección procederá poco más o menos del siguiente modo:

MAESTRA: -¿Cómo suena el gato enojado? Oigan: "f-f-f-f." Repitan:

CLASE: -"F-f-f-f."

MAESTRA: -Muy bien. (Repite el procedimiento con clase, grupos e individuos usando señales de mano.)

MAESTRA: -¿Quién me dice una palabra donde se oiga el sonido del gato enojado?

CLASE: -Flor... fruta... faja... floja...

(La maestra escribe tres palabras en el pizarrón. Una de las palabras empezará con f.

lata
fuego
casa

MAESTRA: -Oigan bien: lata... fuego... casa... ¿En qué palabra se escucha "f-f-f-f": en "lata", en "fuego", o en "casa"?

CLASE: -En "fuego."

MAESTRA: -Muy bien. Ahora fíjense. El sonido del gato enojado puede escribirse y les voy a decir cómo. Es muy fácil. Fíjense. Voy a escribirlo en el pizarrón... f... así. ¿Cómo se dice "f"?

CLASE: -"F-f-f-f."

MAESTRA: -Ahora vamos todos a escribirlo en el aire. Así. Ahora todos. Así. Otra vez. Muy bien. ¿Qué cosa es "f"?

CLASE: -El sonido del gato enojado.

MAESTRA: -Esto que acabamos de escribir en el pizarrón se llama una letra y puede leerse. Siempre que la vean escrita en el pizarrón, en un papel, en un libro, en un periódico, pueden leerla diciendo "f." Aquí, pues, se lee "f." Digan todos:

CLASE: -"F."

(La maestra repasará ahora las vocales y consonantes ya aprendidas. Tendrá preparadas varias tarjetas con la letra "f" y varias tarjetas con las diversas vocales.)

MAESTRA: -¿Cómo se lee esta letra? (e) (Enseñando la tarjeta)

CLASE: -"E."

MAESTRA: -¿Cómo se lee esta letra? (f) (Enseñando la tarjeta)

CLASE: -"F."

MAESTRA: -Otra vez. ¿Cómo se lee esta letra? (f)

CLASE: -"F-f-f-f."

MAESTRA: -¿Y ésta? (e)

CLASE: -"E-e-e-e."

(Ahora la maestra pondrá las dos tarjetas juntas lentamente para formar la sílaba "fe."

MAESTRA: -¿Y estas dos? (f y e)

CLASE: -"F-f-f-f" "E-e-e-e."

MAESTRA: -Más juntas.

CLASE: -"Fe."

(La maestra escribe "fe" en el pizarrón y prosigue formando las otras sílabas. De las sílabas procederá a la formación de palabras sencillas.)

3. Los niños practican el reconocimiento del símbolo f mediante diversas actividades.

4. Los niños repasan otros sonidos (vocales y consonantes) ya aprendidos.

5. Evaluación.

Actividad I

Instrucciones: Ponga el ejemplo en la pizarra. Use la mano y diga: "flor." "Esta es una flor." Haga que los niños apunten hacia el dibujo de la flor. Subrayen las palabras.

Las actividades de esta unidad están basadas en (1) Southwest Educational Development Laboratory, Lecciones fonéticas preparatorias, Las consonantes, 1968; y (2) G. Torres Quintero, Guía del método onomatopéyico. México: Patria, 1968.

Ejemplo:

flor

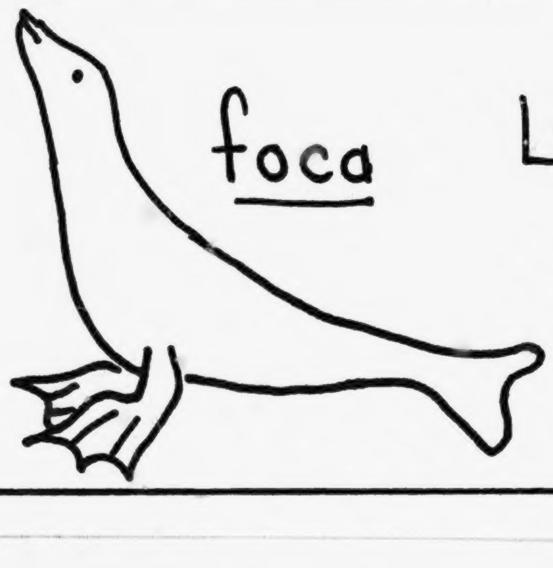
Esta es una flor.

1.

florero

El florero es pequeño.

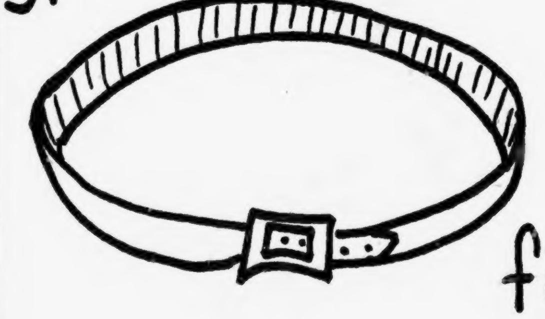
2.



foca

La foca es grande.

3.



faja

La faja es negra.

4.

frutas

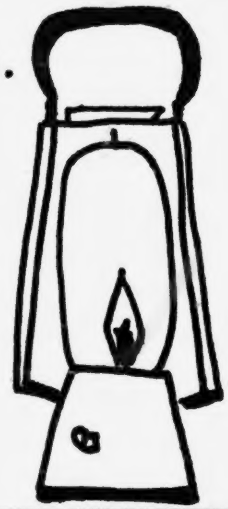
Estas son frutas.

5.

flecha

Esta es una flecha.

6.

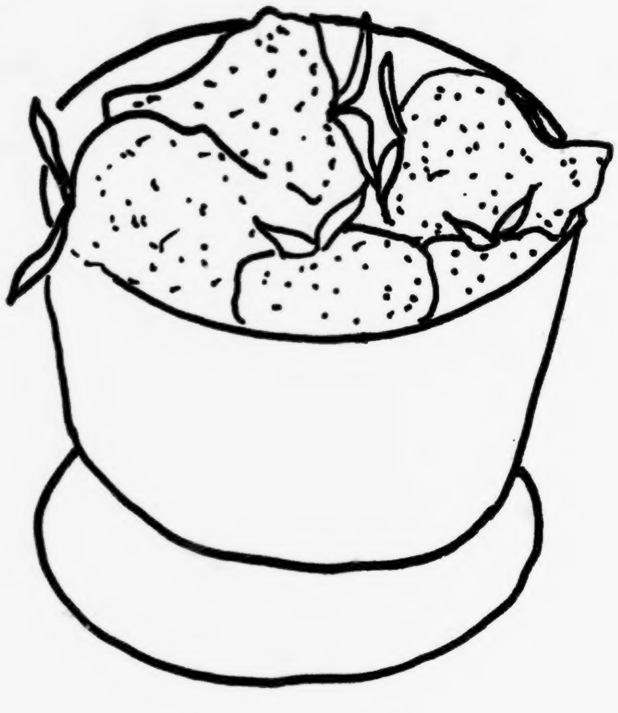


farol

Este es un farol.

Actividad II Subraye el sonido "f."

Fito tiene una faja.
La faja es color café.



Estas son fresas.
Las fresas son frescas

Evaluación I

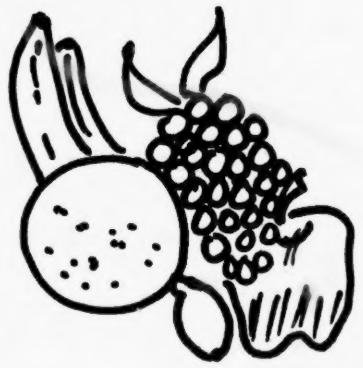
Instrucciones: Subraye las sílabas que sean iguales a las sílabas indicadas.

Los ejercicios de evaluación de esta unidad están basados en (1) Southwest Educational Development Laboratory, Lecciones fonéticas preparatorias, Las Consonantes, 1968; y (2) G. Torres Quintero, Guía del método onomatopéyico. Mexico: Patria, 1968.

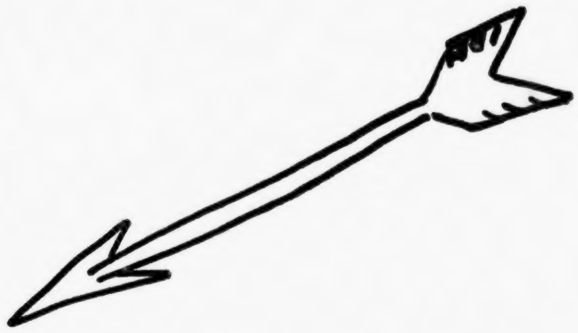
fa	falda	faja	frijol
fe	fea	fresca	ferrocarril
fi	figura	flecha	ficha
fo	foca	forro	florero
fu	fuego	fruta	fusil

Evaluación II

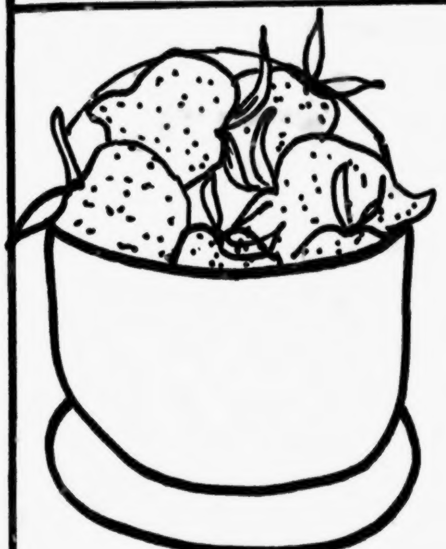
Instrucciones: Subraye las palabras que indiquen el dibujo.



flecha
fresas
frijol
fruta



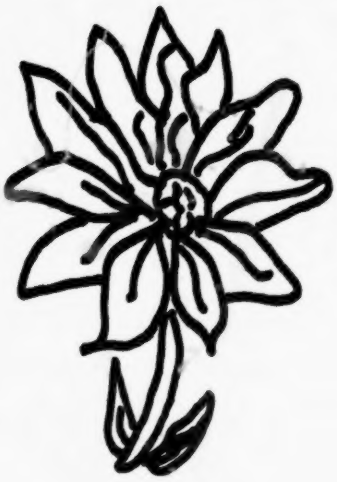
ficha
foca
flecha
faro



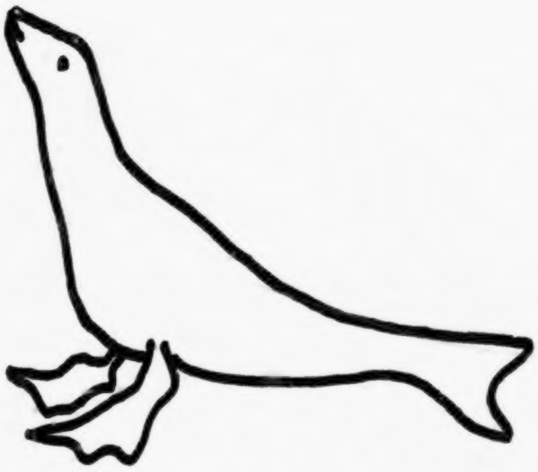
foca
fresas
feo
fuego

Evaluación III

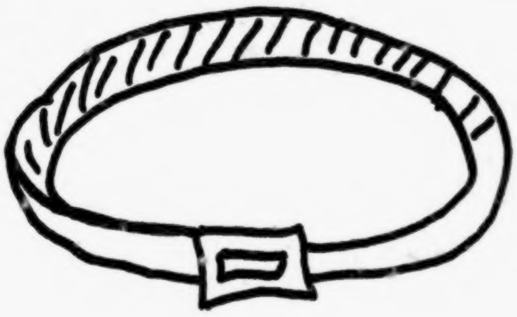
Instrucciones: Enlace las palabras con sus dibujos correspondientes.



faja



flor



foca

UNIDAD: Aritmética

TEMA: Números

GRADO: Primero

AUTORES: María Belia Peña
Modesta Matamoros
Reynaldo Rodríguez

Conceptos

1. Números cardinales
2. Símbolos de los números
3. Números ordinales

Objetivos

1. Reconocer y escribir los números del cero hasta el diez.
2. Construir con los números conjuntos individuales del cero hasta el diez.
3. Aprender a contar del uno al diez.
4. Aprender a contar (para atrás) del diez al uno.
5. Reconocer y escribir los números ordinales del primero al sexto.

Procedimiento

1. Para enseñar los números cardinales.

   Que los alumnos observen objetos. Que observen después los dibujos que se encuentran en la primera actividad. La maestra entonces deberá enseñarles el símbolo de la unidad y les explicará que unidad quiere decir uno. El mismo procedimiento se seguirá con los otros números.

2. Para enseñar los números ordinales.

   La maestra escribirá el símbolo del número uno (1). Después escribirá la palabra (uno). A continuación enseñará varios dibujos preguntando a la clase con qué número comenzamos a contar. Al responder los alumnos que comenzamos a contar con el uno, se les pide que dibujen un círculo alrededor del primer objeto. Se les explicará que lo que viene al principio es lo primero. Primero deberá escribirse bajo la palabra uno.

   1
   uno
   primero, primera

Materiales

1. Franelógrafo
2. Recortes de franela
3. Estambre o hilo de color
4. Tarjetas ilustrando los símbolos del cero al diez y las palabras correspondientes.
5. Cubitos de madera con letras (A,B,C...)

Vocabulario

cero
uno
dos
tres

cuatro
cinco
seis
siete

ocho
nueve
diez

primero (a)
segundo (a)
tercero (a), tercer
cuarto (a)

quinto (a)
sexto (a)

Actividades

1. Discutir las diversas maneras en que empleamos los números en nuestra vida diaria.
2. Cantar o recitar rimas numéricas, tal como:
    a. los diez inditos
    b. el barco chiquitito
    c. soy el mejor contador
    d. tres patitos que yo conocí
3. Contar los niños que están sentados en una fila. Contar los niños presentes y los ausentes. Contar los libros y sillas necesarios para un grupo de lectura.
4. Representar grupos numéricos con varios objetos, v.gr., botones, frijoles, cubitos de madera...
5. Contar objetos que se encuentren en fotografías.
6. Crear sistemas de números con diversos objetos.
7. Seleccionar y comparar tarjetas que contengan números.
8. Seleccionar tarjetas con números cardinales u ordinales, haciendo que los niños relacionen los números con objetos.
9. Encontrar el número que falta en una foto o en un cartelón donde se encuentre una secuencia numérica.
10. Practicar la escritura de números en la pizarra y en papel.
11. Responder a instrucciones dadas por la maestra (o por un alumno) mediante la identificación de números ordinales apropiados en un dibujo o foto.
12. Encontrar en un libro páginas de la una a la diez. Que la maestra diga "página cuarta" y que los niños busquen la página que corresponda.

Juegos

1. Sacados del libro 100 Blackboard Games de Leslie Landin:
    a. Poner el rabo al burro
    b. Acuérdate
    c. Yo tenía diez perritos
    d. Detrás de mi espalda
2. Sacados del libro Arithmetic Enrichment Activities for Elementary School Children de Joseph Crescembeni:
    a. Tome un número
    b. Círculos de sorpresa
    c. Tarjetas de dominó
    d. Contador de pinzas para colgar ropa
    e. Tablilla con agujeros
    f. Rebotando la pelota

Actividad I

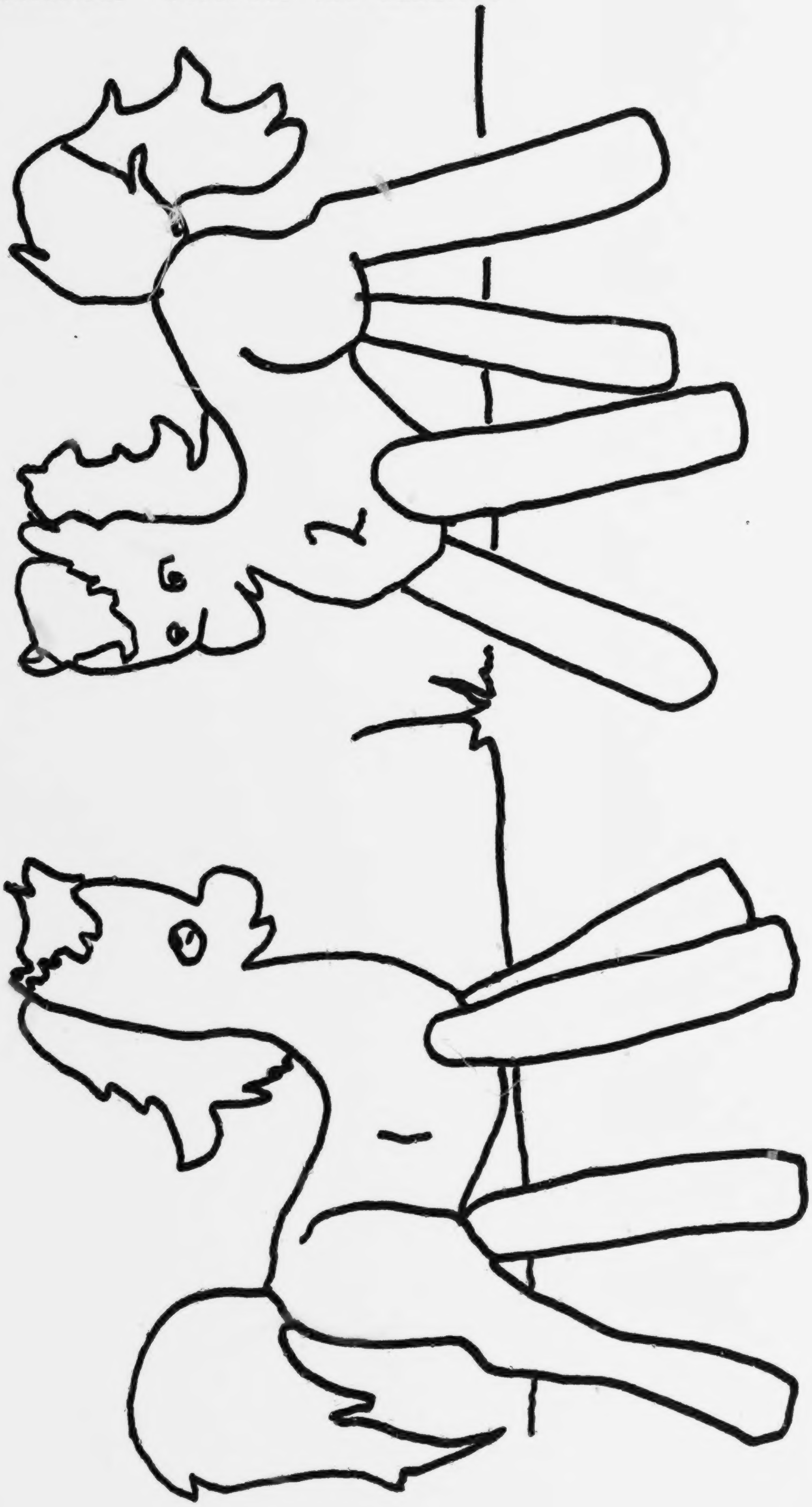
Instrucciones: colorear el payaso.

PAYASO

Un payaso
Uno
I
Primero-a

Actividad II

Instrucciones: Colorear los caballos



CABALLOS

Dos caballos

Dos

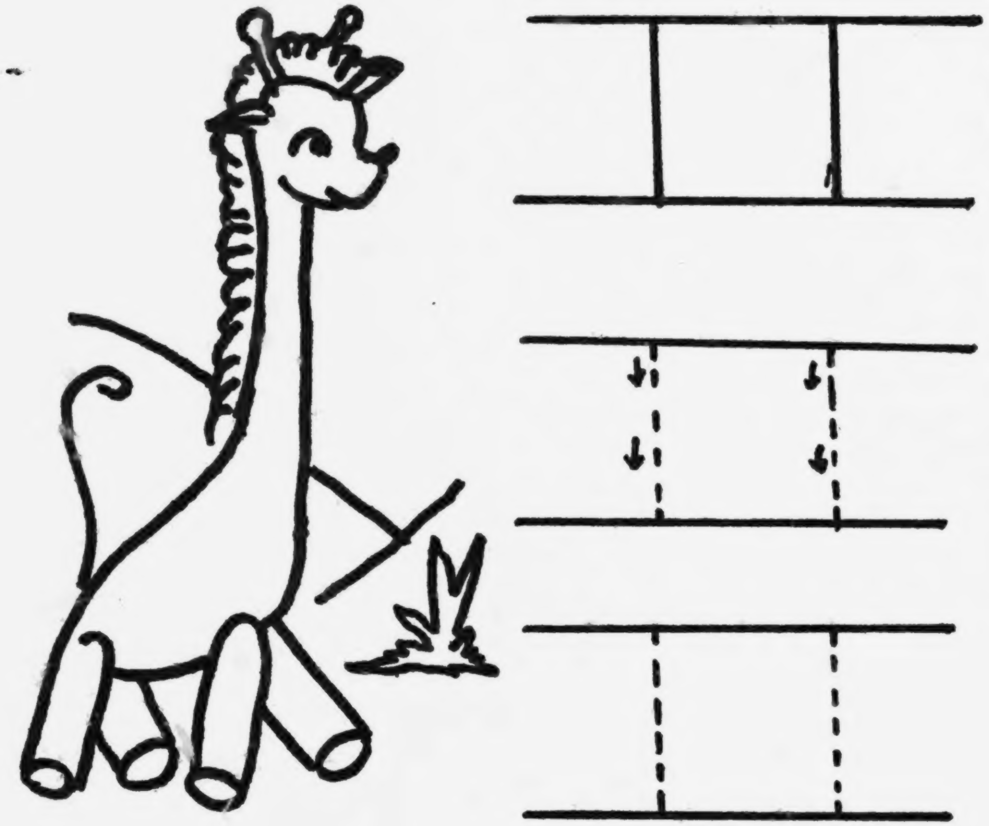
2

Segundo-a

Actividad III

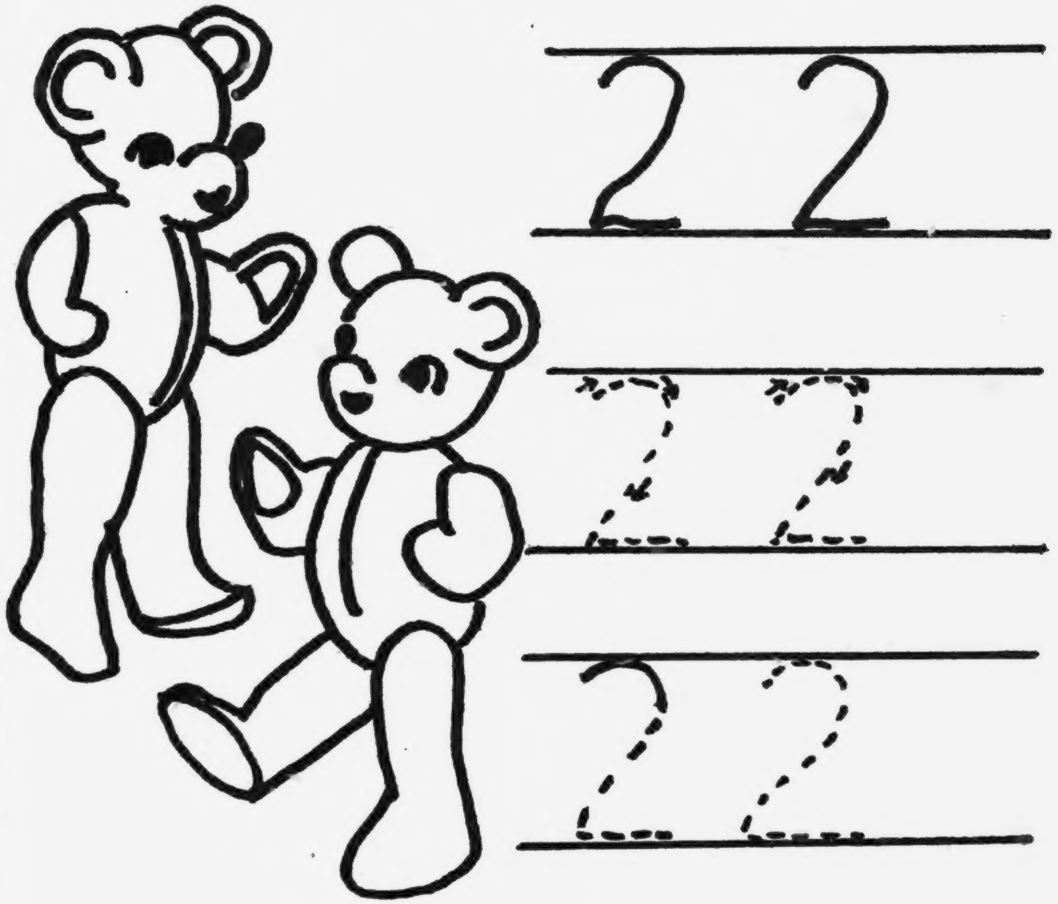
Instrucciones:

Escriba el número 1 en cada cajita



Uno

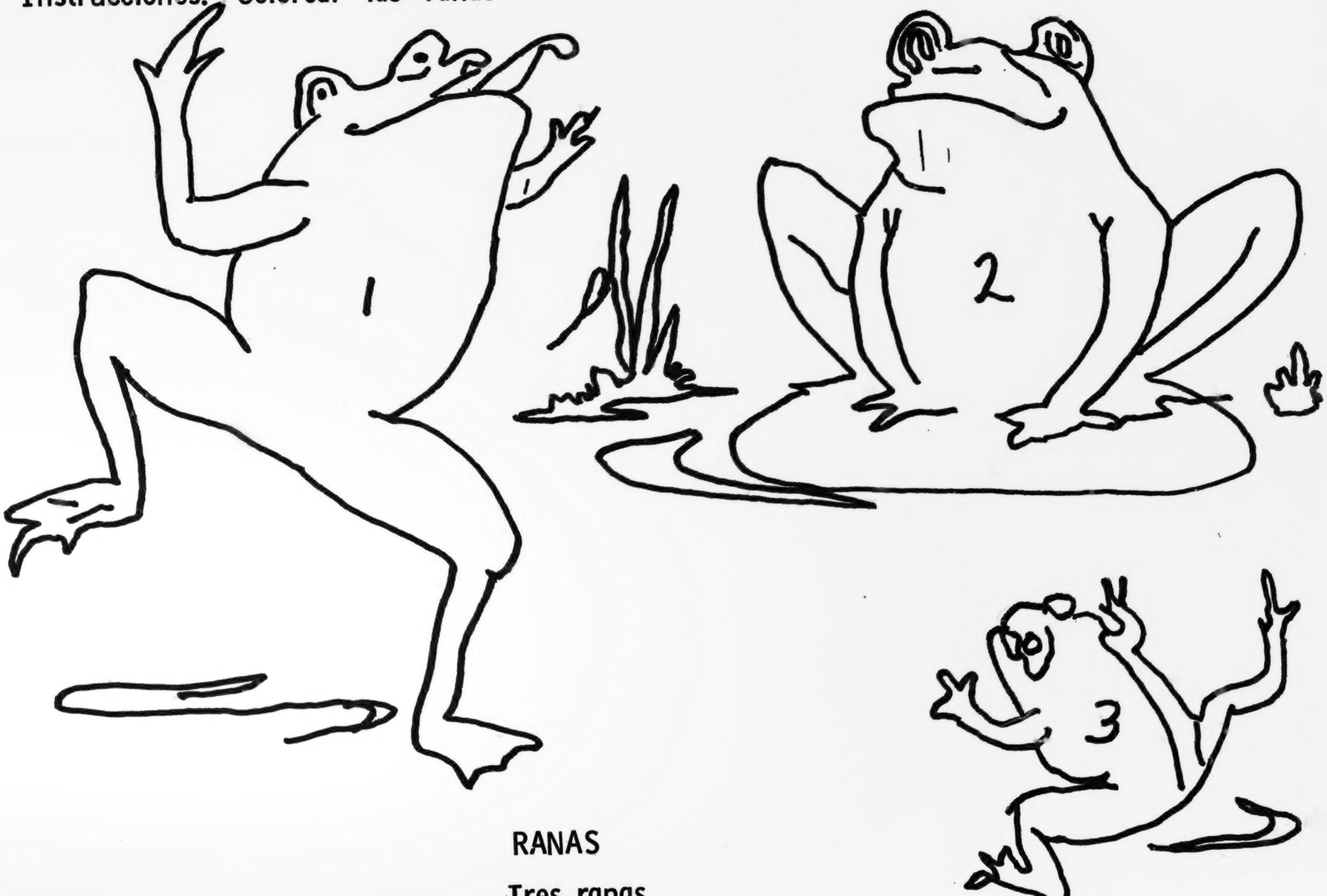
Escriba el número 2 en cada cajita



Dos

Actividad IV

Instrucciones: Colorear las ranas

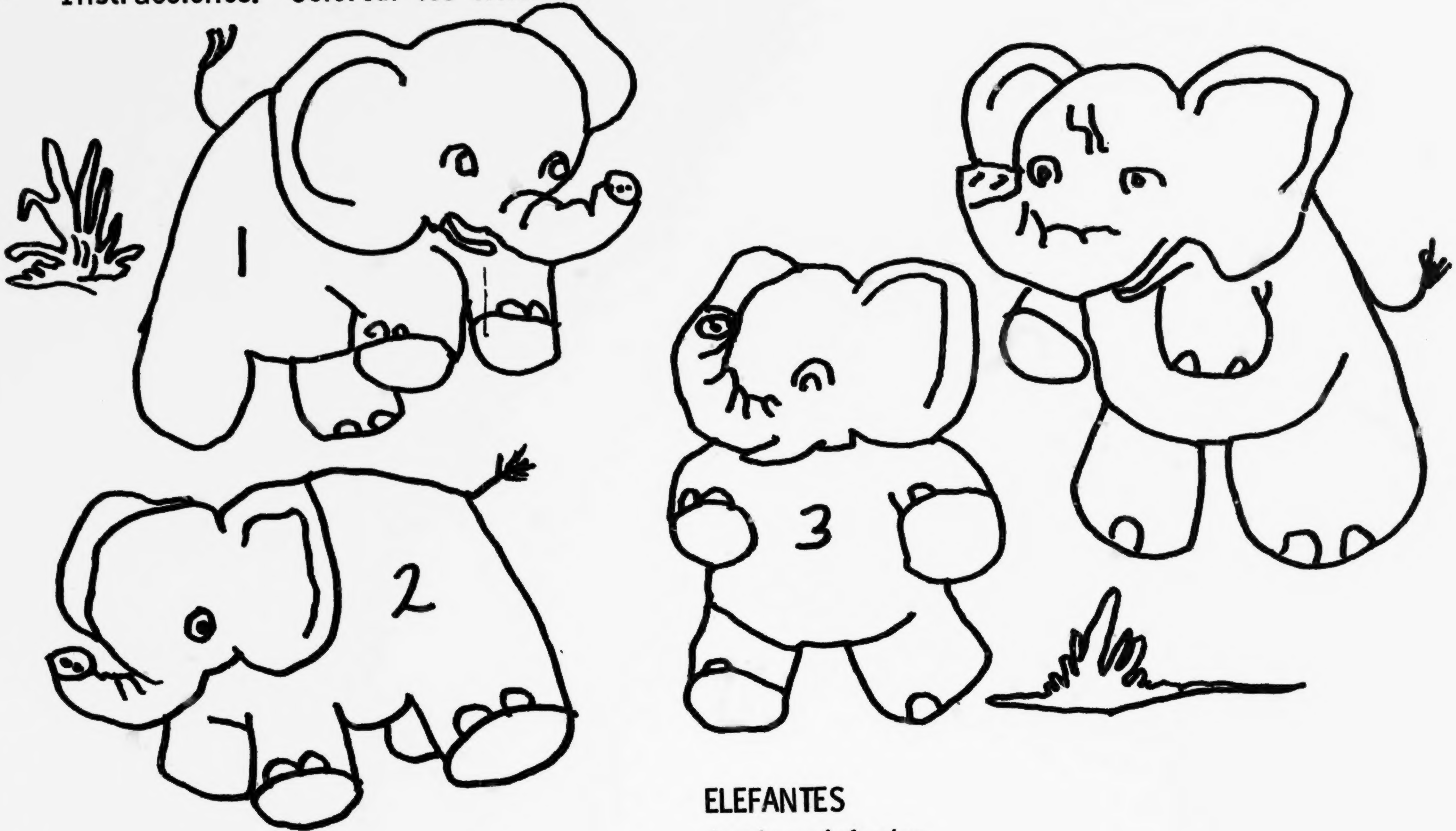


RANAS

Tres ranas
Tres
3 Tercero-a

Actividad v

Instrucciones: Colorear los elefantes



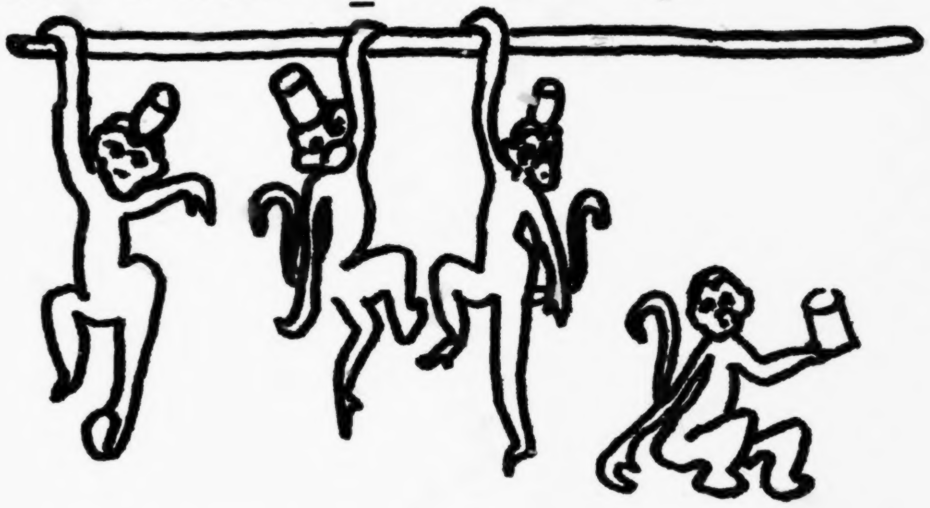
ELEFANTES
Cuatro elefantes
Cuatro
4
Cuarto-a

Actividad VI

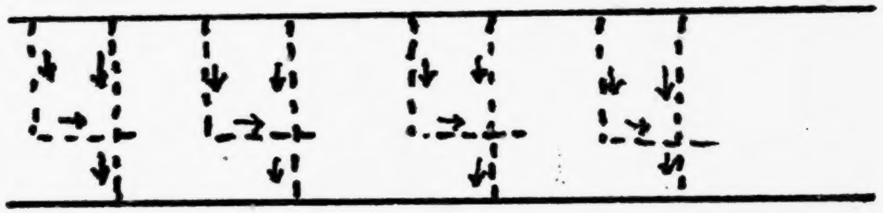
Instrucciones: Escriba el número 3 en cada cajita

3 3 3 3

Escriba el numero 4 en cada cajita

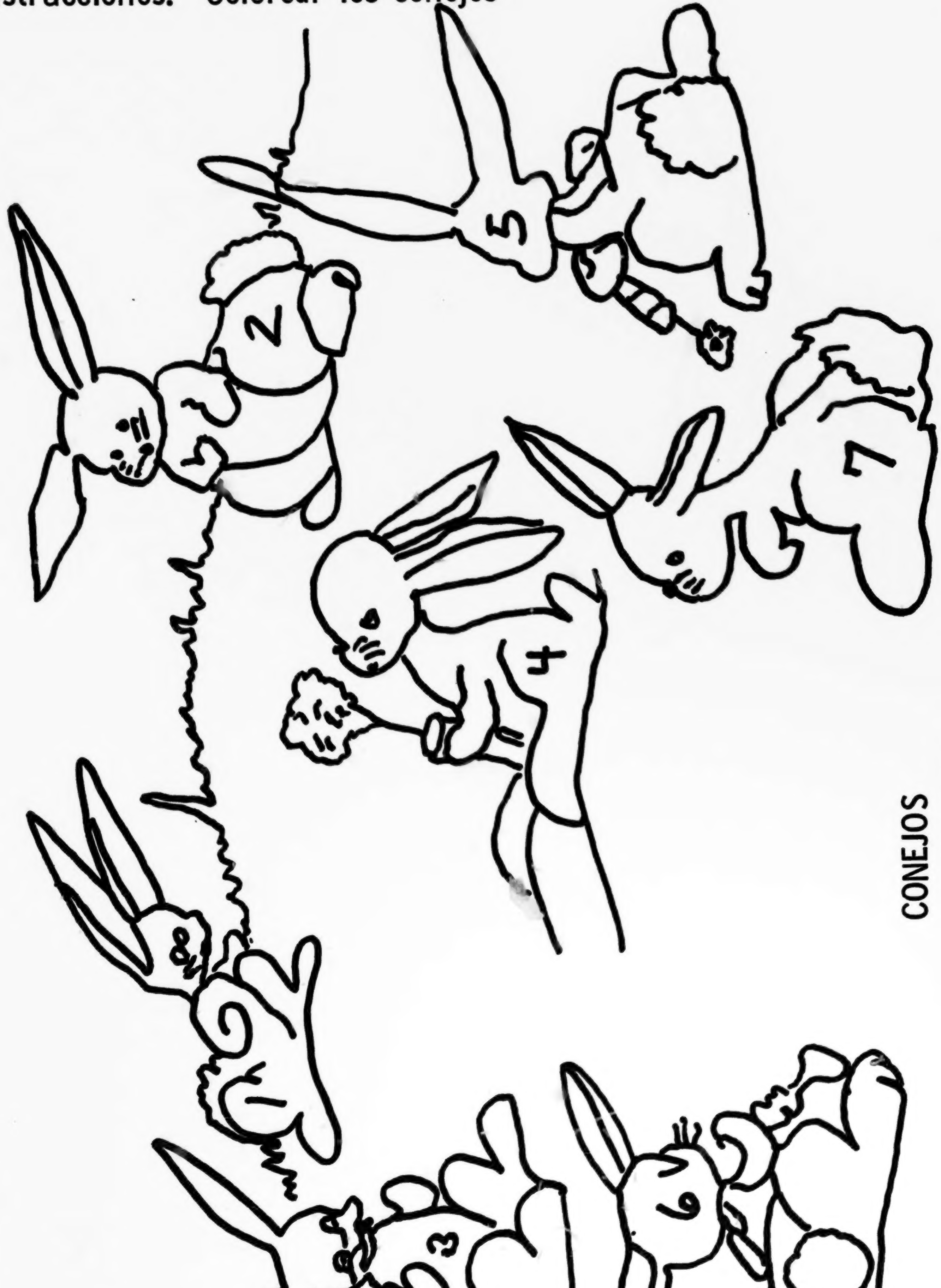


4 4 4 4



Actividad VII

Instrucciones: Colorear los conejos



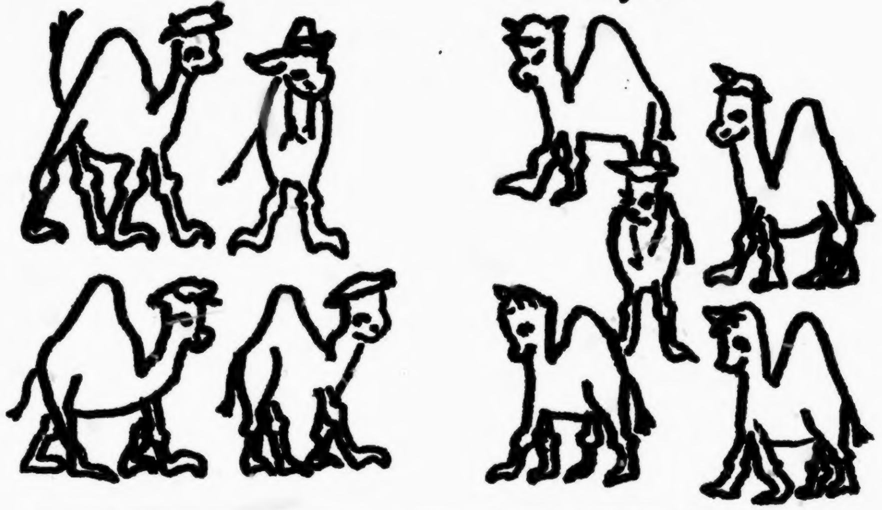
CONEJOS
Siete conejos
Siete
7

Actividad VIII

Instrucciones: Escriba el número 8 en cada cajita

8 8 8

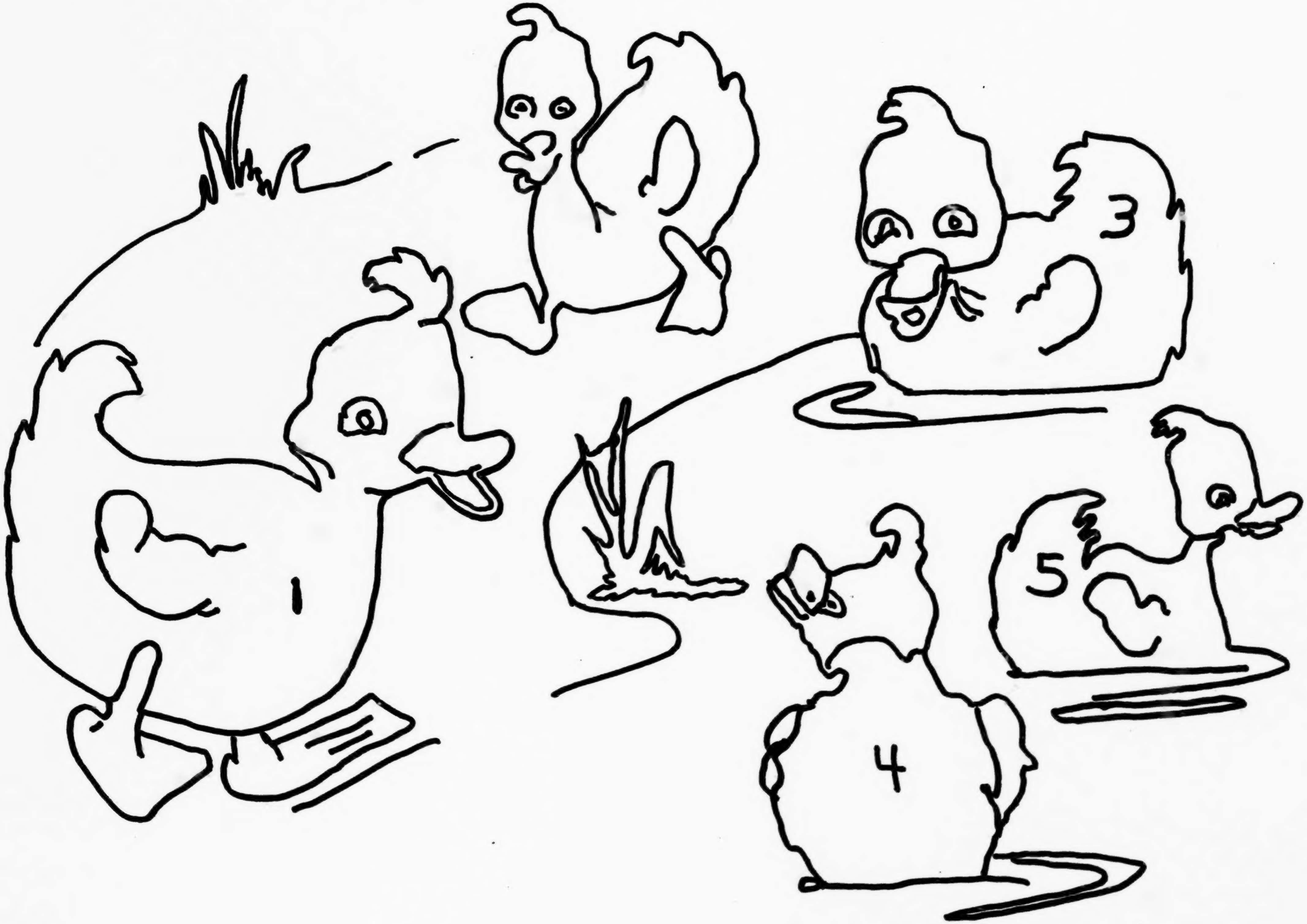
Instrucciones: Escriba el número 9 en cada cajita



9 9 9

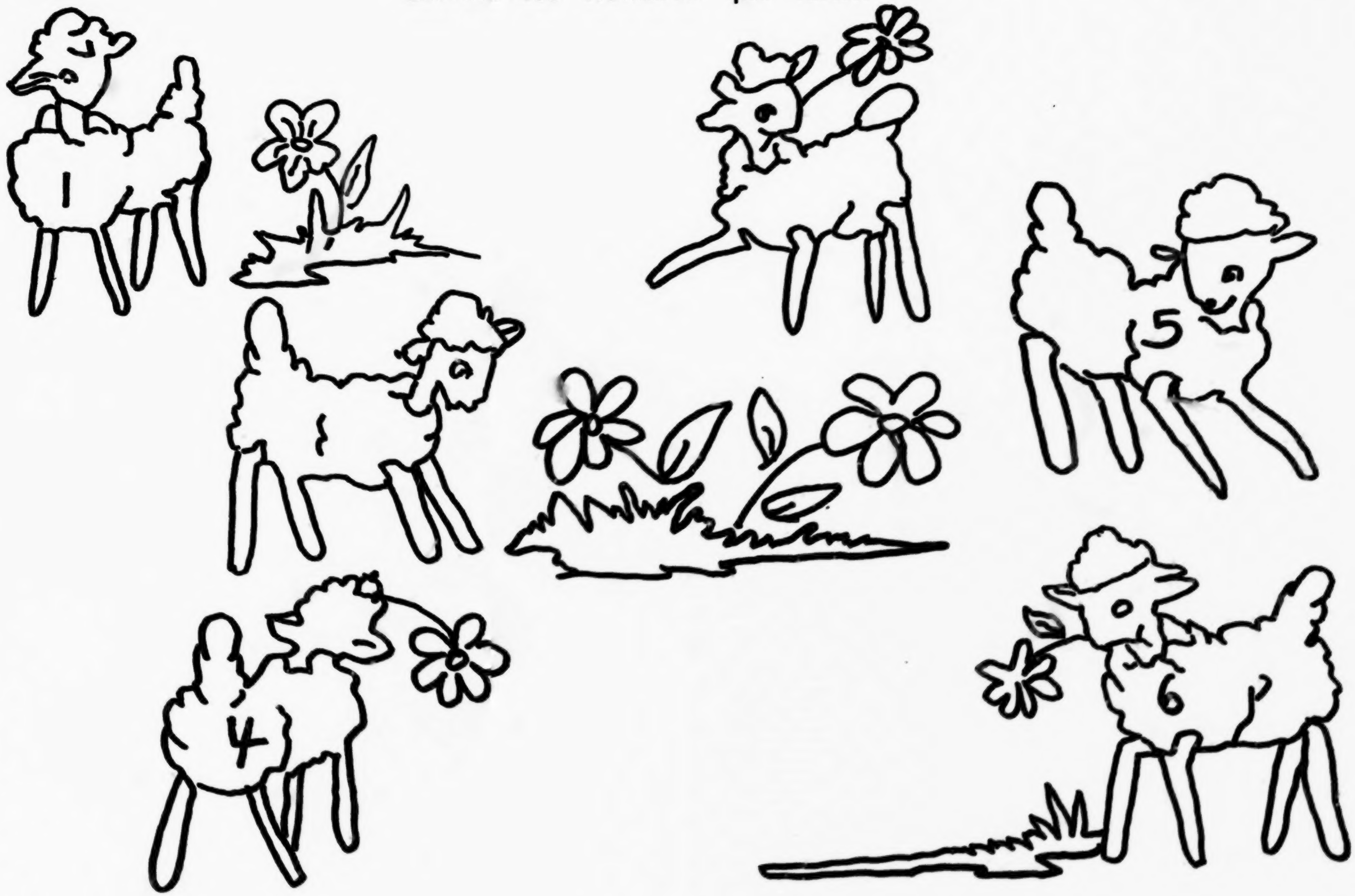
Evaluación I

Escriba los números que falten



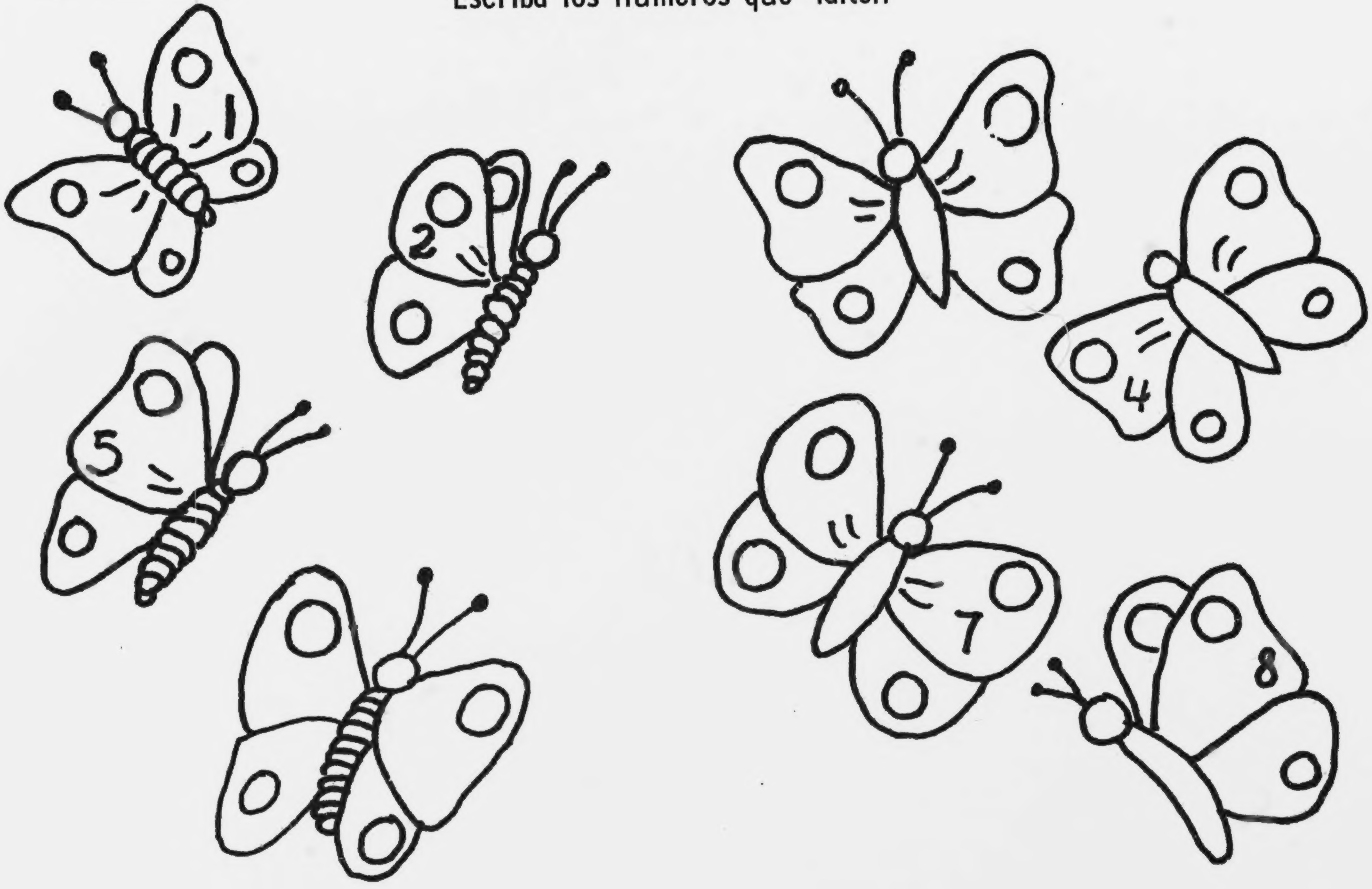
Evaluación II

Escriba los números que falten



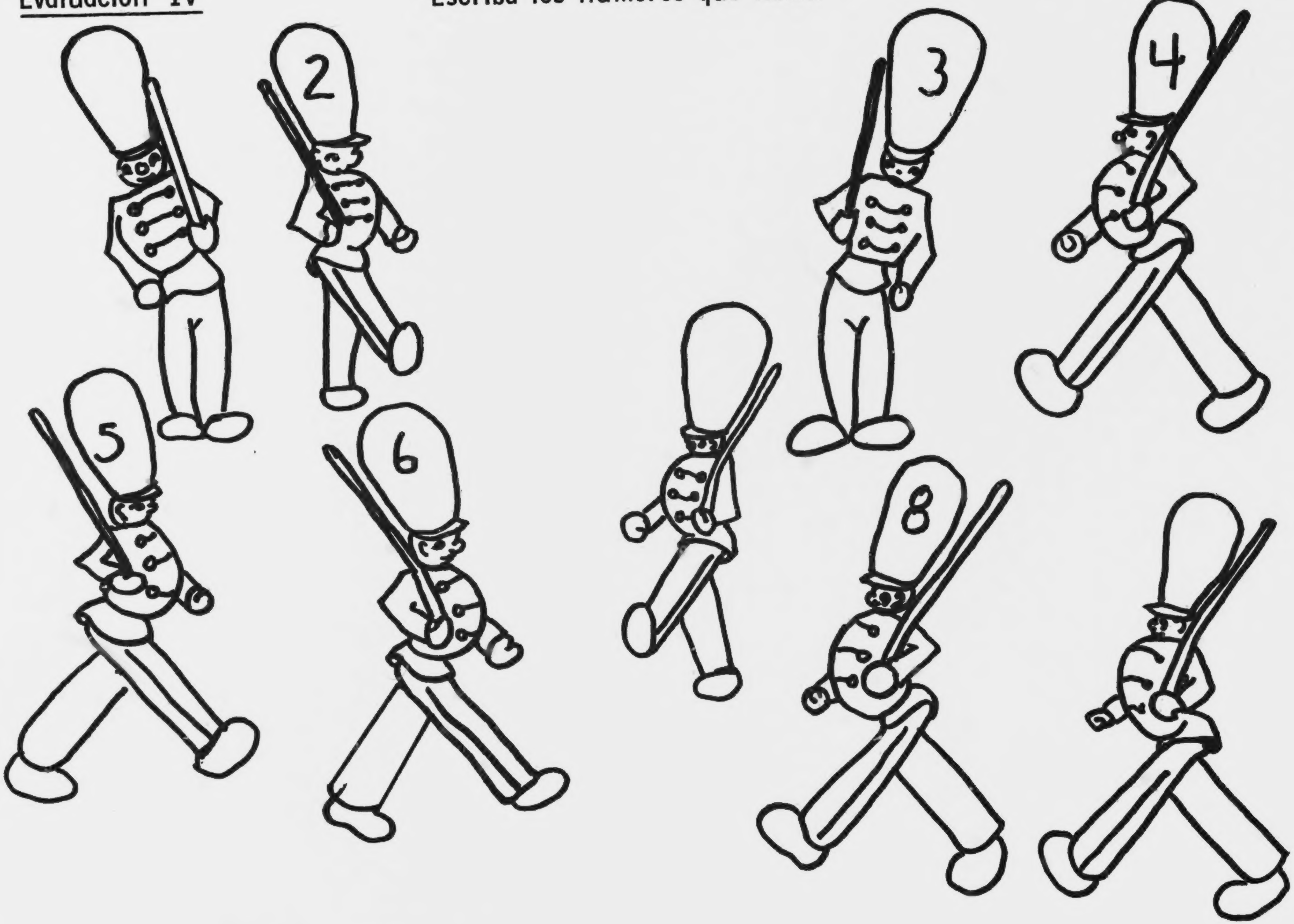
Evaluación III

Escriba los números que falten



Evaluación IV

Escriba los números que falten



UNIDAD: Lenguaje

TOPICO: El circo

GRADO: Primero

AUTORES: Guadalupe Rodríguez
Eugenia Flores
Graciela Peña
Lydia Rocha

Objetivos

1. Escuchar
   - a. Ayudar en el desarrollo de la atención de los niños con rimas, poemas, adivinanzas y canciones.
   - b. Ayudar en el desarrollo de buenos modales enseñando a los niños a atender cuando se les habla.
   - c. Ayudar a los niños a entender y seguir instrucciones.
   - d. Ayudar a los niños a que usen palabras apropiadas al describir diversas situaciones.
   - e. Ayudar en el desarrollo de conocimiento a través de ideas.

2. Hablar
   - a. Presentar una situación agradable que los niños puedan experimentar y discutir.
   - b. Dejar que los niños se den cuenta de la trama humana que existe dentro del espectáculo del circo.
   - c. Ayudar en el desarrollo de la pronunciación en los niños mediante adivinanzas, rimas, poemas y canciones.
   - d. Ayudar en el desarrollo del uso correcto del idioma en los nuevos conceptos que se introduzcan.
   - e. Ayudar en el desarrollo del buen gusto mediante la introducción de rimas, poemas, retintines y canciones.

3. Escribir
   - a. Enseñar que las oraciones deben empezar con mayúscula.
   - b. Enseñar que las oraciones deben terminar con punto.
   - c. Enseñar las formas onomatopéyicas del español mediante los sonidos que hacen los animales.
   - d. Enseñar la forma apropiada de escribir palabras descriptivas.

Materiales

1. Retratos de un circo.
2. Libros que traten del circo.
3. Circo hecho con animales de tela que los niños pueden traer de casa.
4. Discos.
5. Películas.

Actividades

1. Que los niños discutan en grupo temas como éstos: "Payasos." "Animales del circo." "Trabajadores del circo." "Una visita al circo."

2. Que los niños dramaticen cómo los animales del circo se mueven y qué ruidos hacen.
3. Enseñar a los niños el juego "¿qué soy yo?" donde los niños pueden imitar a los personajes y animales del circo por medio de pantomimas.
4. Dejar que los niños hagan listas de palabras que se refieran al circo.
5. Ayudar a los niños a que formulen y presenten un dramita sobre el circo.
6. Escribir oraciones simples en la pizarra usando como modelo animales o personajes del circo. V.gr.:

   El elefante está en el circo
   ___________ está en el circo (tigre)
   ___________ está en el circo (mono)
   ___________ está en el circo (león)

7. Hacer un libro de lectura compuesto de oraciones simples (como las acabadas de mencionar). Cada oración debe ser escrita primero en la pizarra y después en papel. Así se irán formando poco a poco las páginas del libro. Cada página puede contener un retrato que ilustre lo escrito. El retrato puede recortarse de revistas o puede ser dibujado por los niños. Un ejemplo de lo que puede escribirse en una página sería:

   El mono está en el circo.
   El mono se llama Jo-jo.
   El mono es de color café.
   Jo-jo tiene cara chistosa.

Vocabulario

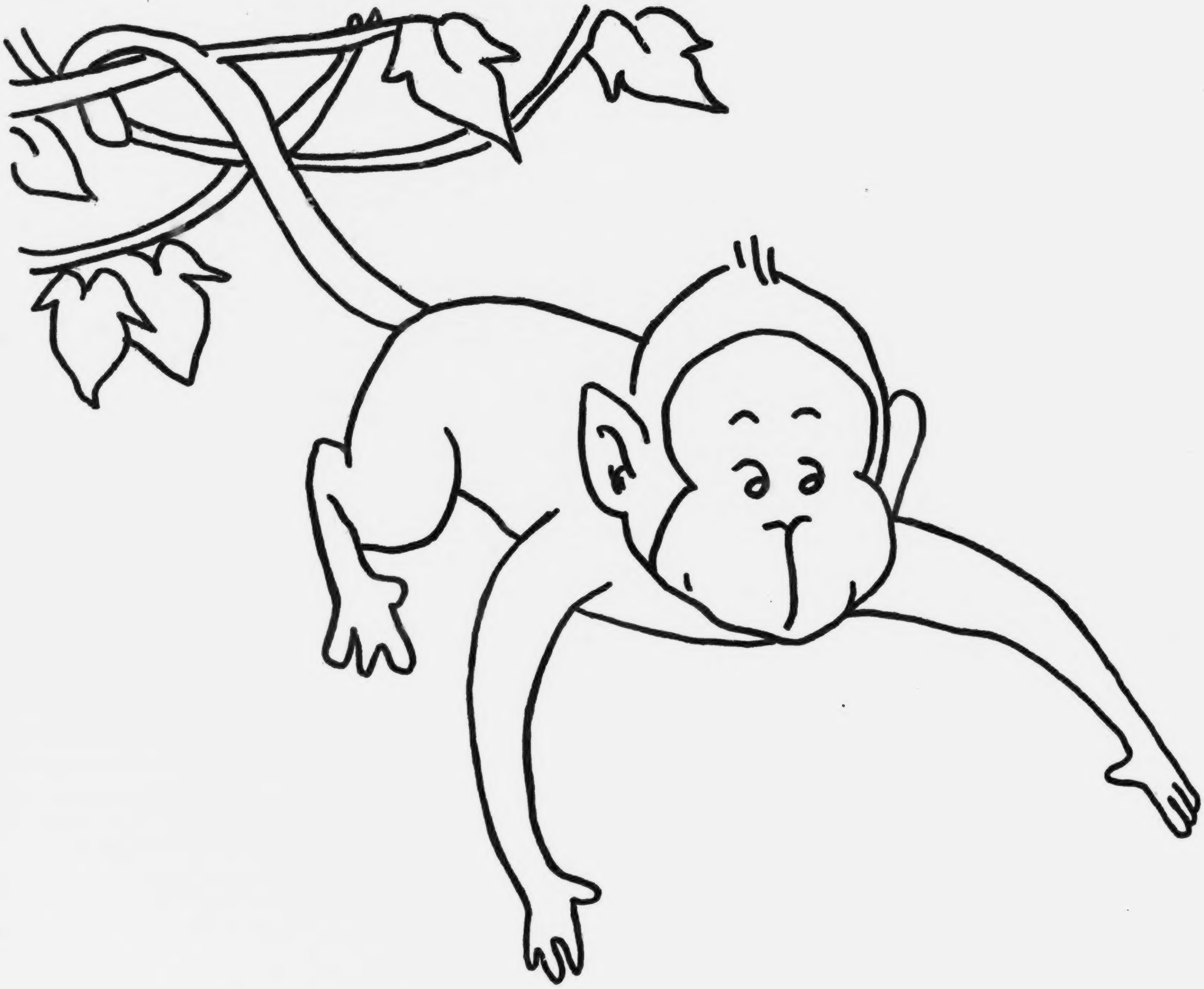
Foca. Canguro. Oso. Jirafa. Elefante. León. Mono. Tigre. Perro. Palomitas de maíz. Dulce. Helado. Caballitos. Artistas. Trapecista. Domador. Cuerda floja. Bicicleta. Raspa. Pabellón.

Evaluación

La maestra podrá hacerse las siguientes preguntas como criterio para darse cuenta de lo que han aprendido los niños en esta unidad:

a. ¿Cómo demuestran los niños que tienen mayor interés en el circo?
b. ¿Hasta qué punto ha aumentado el vocabulario de los niños?
c. ¿Aprendieron a usar mayúsculas? ¿A finalizar las oraciones con punto?
d. ¿Aprendieron versos y canciones?
e. ¿Cómo tomaron parte en las diversas actividades?

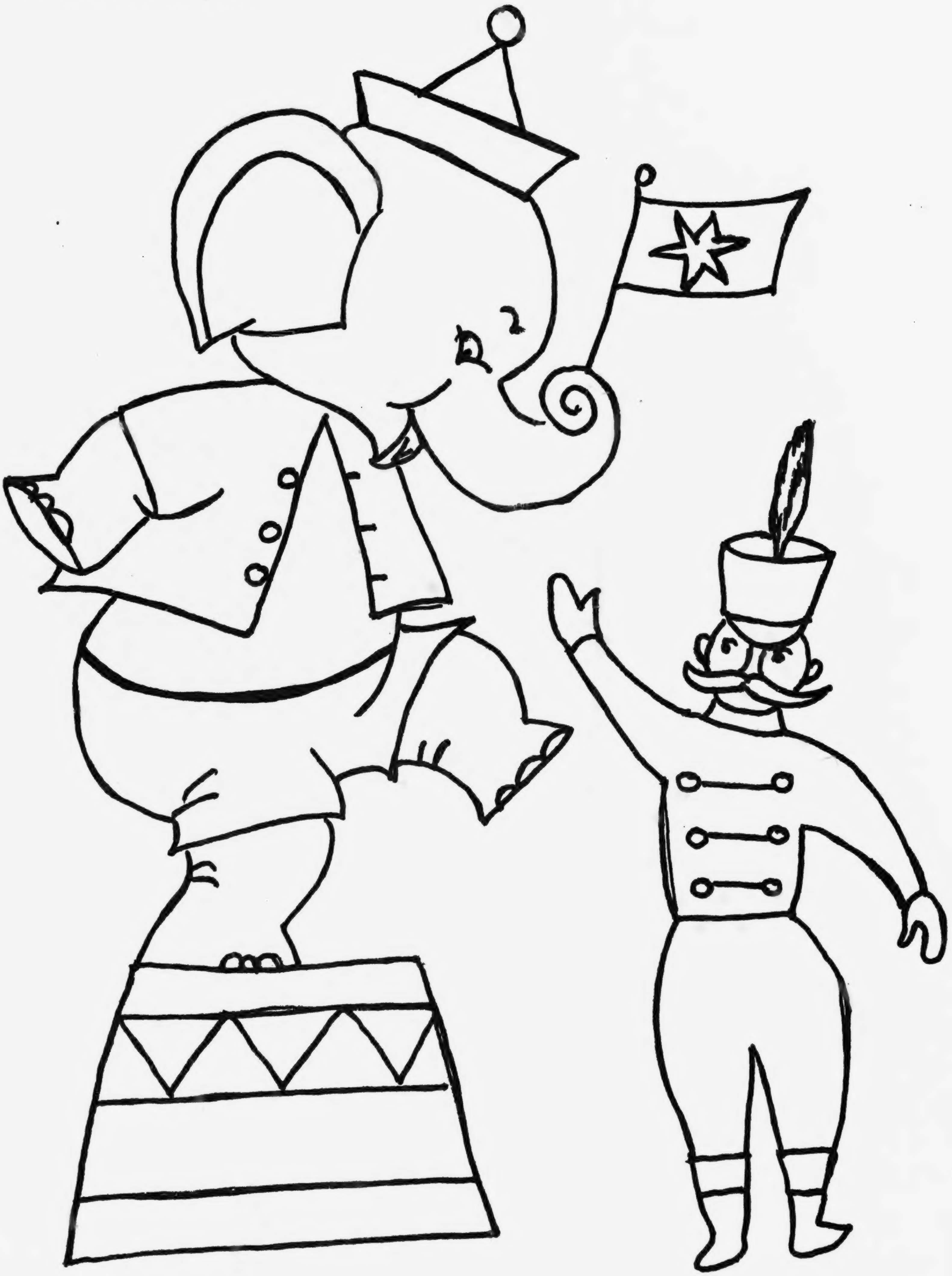
El mono está colgando



El tigre se ríe

El león se sienta

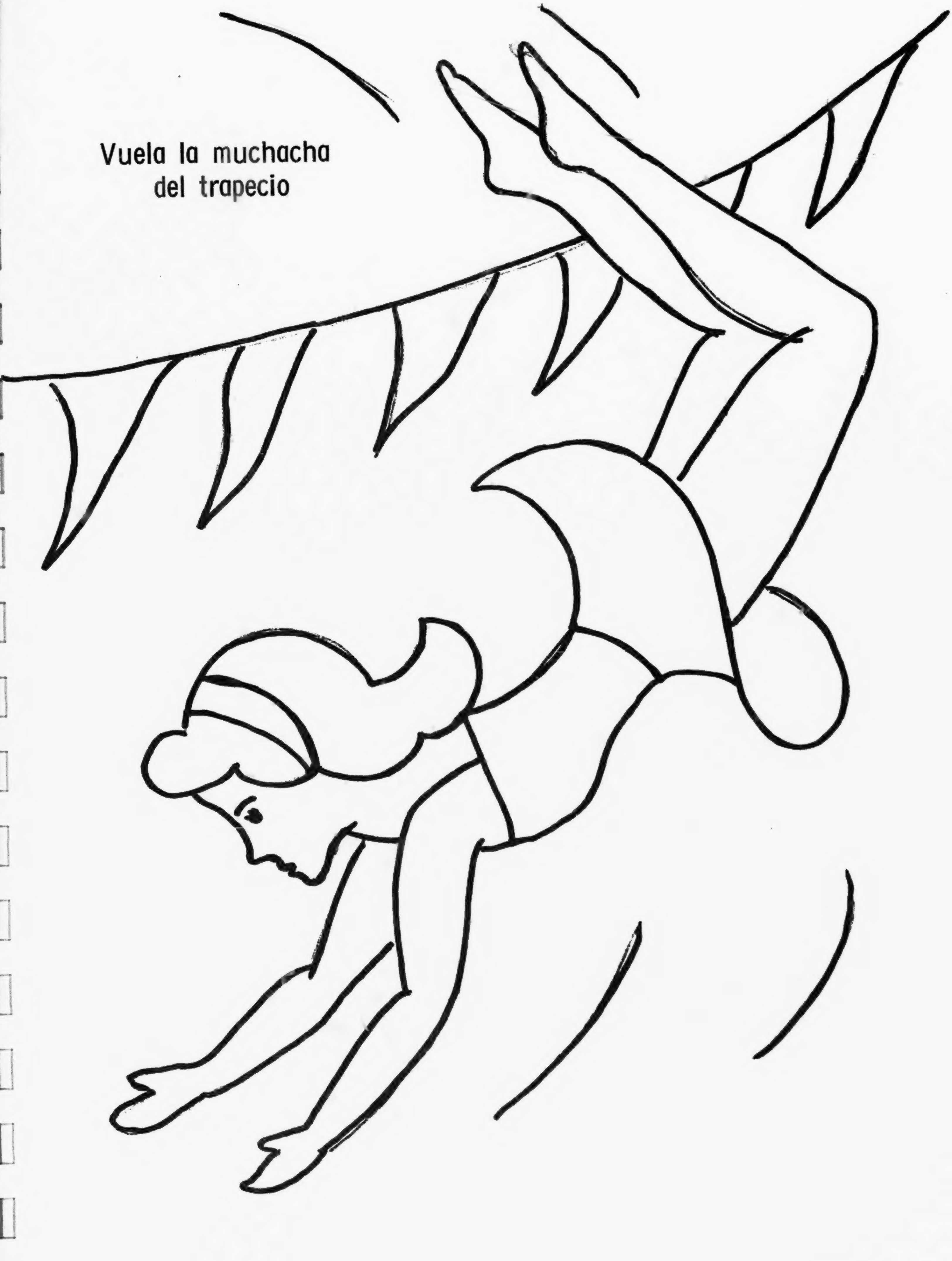
El elefante se para



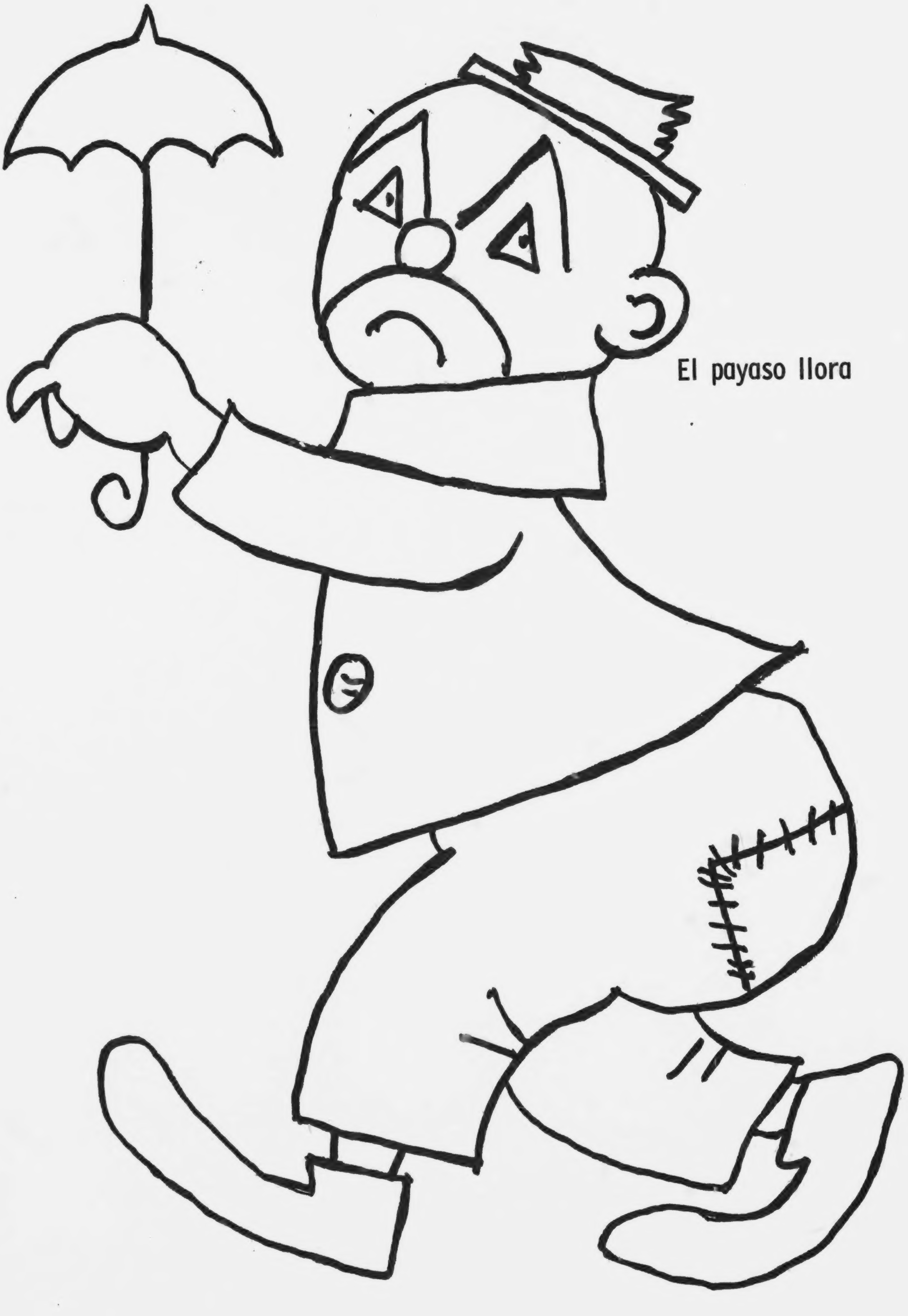
La foca juega

El oso patina

La osa se pasea

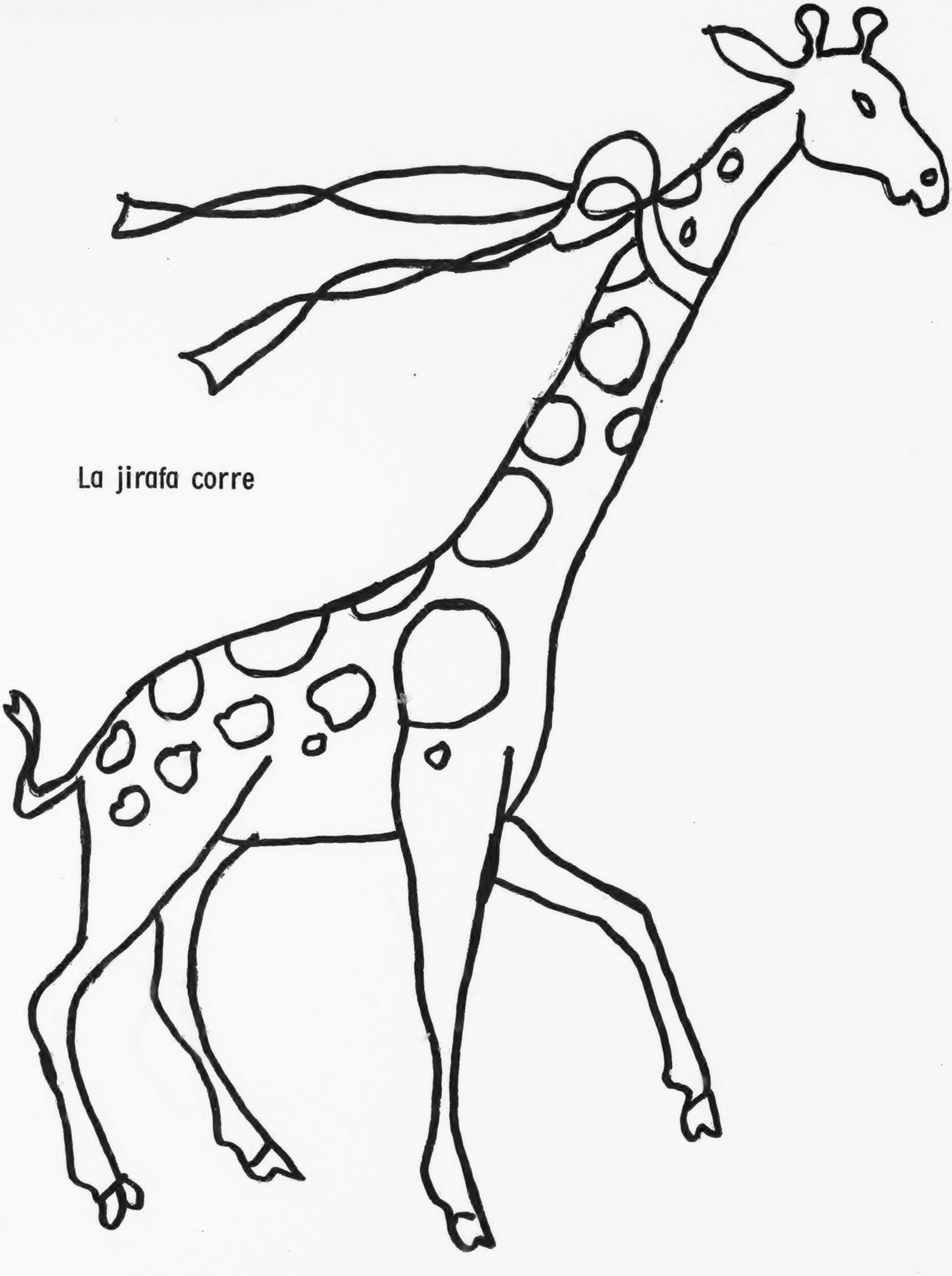

Vuela la muchacha
del trapecio

El niño cuelga del trapecio



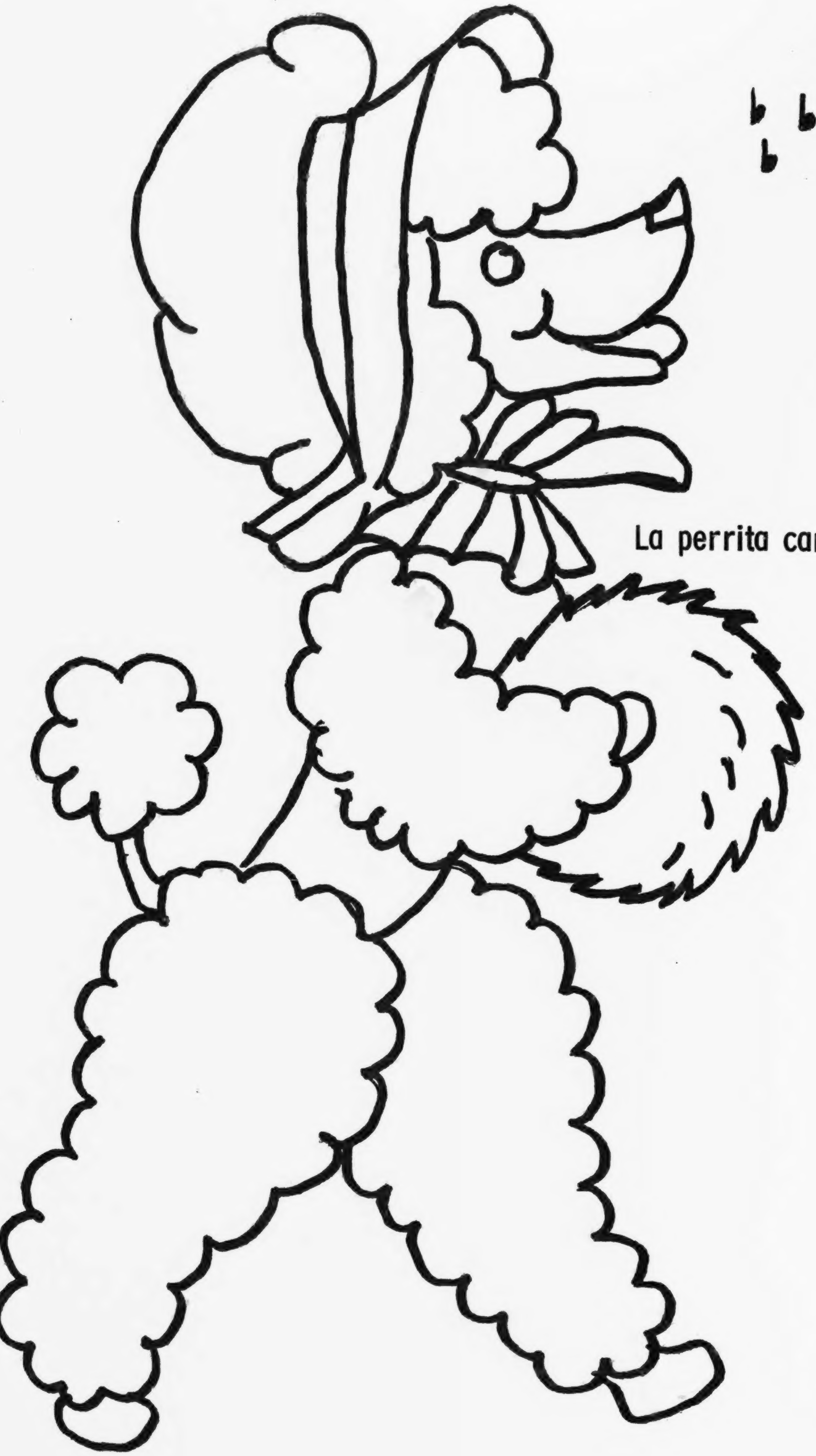
El payaso llora

El señor vende globos



La jirafa corre

El perrito baila



La perrita canta

El canguro salta

UNIDAD: Estudios Sociales

CONTENIDO: México: Tierra de contrastes

GRADO: Tercero

AUTORES: Ofelia Saucedo
Emma Galindo
Mary Lou Rivera
Edelmira Sáenz

Objetivos

1. Comprender y apreciar la cultura de México.
2. Usar el español correctamente y comprender la importancia de este idioma.
3. Agrandar el vocabulario del niño y darle más confianza en el uso del español.

Contenido

México es una tierra de contrastes. La vida en algunas de sus ciudades se parece mucho a la vida de las grandes ciudades de los Estados Unidos. Pero la vida en algunas de las aldeas lejanas del territorio mexicano nos hace recordar la vida primitiva de los indios de México.

Generalizaciones

1. Siempre, en todas las regiones del mundo, el hombre ha trabajado para satisfacer sus necesidades básicas, sus deseos y aspiraciones.

2. La interdependencia es un factor constante en las relaciones humanas. El conocimiento de sí mismo se desarrolla a través del contacto con los demás.

3. Los diversos grupos sociales surgen como una manera de satisfacer las necesidades del individuo y de la sociedad por medio de la cooperación entre grupos.

4. La cultura en la que crece un individuo y los grupos sociales a los que pertenece, ejercen una gran influencia en su manera de percibir, pensar, sentir y actuar.

5. El medio ambiente afecta el modo de vivir del hombre y éste a su vez lo modifica.

6. La gente y las naciones son interdependientes en todos los aspectos de la vida.

7. En todos los países existen los mismos problemas para obtener comida, casa y ropa.

8. El clima y el medio ambiente influyen en las condiciones de vida del pueblo en todo el mundo.

9. La conservación de los recursos naturales es algo esencial en todos los países.

10. Las distintas religiones, profesiones y grupos obreros,así como los gobiernos,deben entenderse y no atacarse.

11. Hay que tratar a otros tal como nosotros quisiéramos que nos tratasen a nosotros. Esto se aplica tanto a los individuos como a las naciones.

12. La vida en México varía de pueblos primitivos a las grandes ciudades modernas.

13. Todas las naciones quieren mejorar la condición de vida del pueblo.

Problemas

1. ¿Qué saben los niños del pueblo mexicano?
2. ¿Por qué debemos aprender más acerca de México?
3. ¿Cuáles son algunas de las características geográficas de México?
4. ¿Qué diferencias hay entre el clima de México y el de los Estados Unidos?
5. ¿Por qué hay muchas flores en México?
6. ¿Qué ocupaciones hay en México?
7. ¿Qué tipos de casas hay en México?
8. ¿Cómo se viste la gente en México?
9. ¿Cómo se puede viajar en México?
10. ¿Qué vías de comunicación existen?
11. ¿Qué tipos de diversiones hay en México?
12. ¿Cuáles son algunas de las comidas favoritas de los mexicanos?

Actividades

1. Pedir a los niños que hayan visitado México o que hayan vivido en este país que preparen una exhibición con objetos típicos o cualquier tipo de recordatorios.

2. Exhibir libros, enciclopedias, fotografías y cualquier otro tipo de materiales que ayuden a los niños a entender la cultura mexicana.

3. Leer a los niños leyendas e historietas mexicanas.

4. Pedir a los niños que traigan libros o revistas que puedan tener de México.

5. Localizar la república de México en un mapa de la América del Norte o en un mapa mundial.

6. Construir un mapa topográfico con sal y harina para demostrar el relieve de México.

7. Hablar de los volcanes que están cerca de la ciudad de México. Dibujar un diagrama explicando cómo se forman los volcanes. Construir un modelo de uno de los volcanes. Puede utilizarse bicarbonato de soda y vinagre para demostrar cómo hace erupción.

8. Poner películas de México.

9. Hacer flores con papel de china.

10. Construir casas de barro en miniatura que representen casas de adobe.

11. Presentar modelos o retratos de muebles de influencia mexicana.

12. Hacer vestidos para muñecas que representen los dos aspectos de la vida mexicana: la rural y la urbana.

13. Escribir un tema corto que diga cómo se viaja en México.

14. Hacer cazuelas de barro. Pintarlas con diseños mexicanos.

15. Hacer una piñata.

16. Aprender a bailar "La raspa" así como otros bailes famosos de México.

17. Buscar ilustraciones de una fiesta mexicana.

18. Invitar a alguien que haya vivido en México a que hable a los niños de las escuelas mexicanas.

19. Aprender a hacer tortillas de maíz. Invitar a los padres de los niños que puedan hablar de las comidas en México.

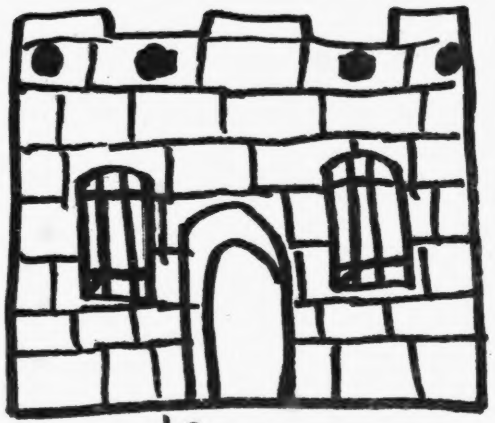
20. Visitar una fábrica de tortillas.

Evaluación

1. Que los niños escriban un dramita corto con diálogo sencillo. Se les debe permitir que usen trajes típicos mexicanos.

2. Que cada niño escriba una historia de la cultura mexicana. Debe estar ilustrada con toda clase de fotografías o retratos sacados de revistas, tarjetas postales, etc.

3. Que los niños organicen una fiesta mexicana con comida mexicana, canciones, bailes, etc.



la
casa de adobe

la
alcancía

el barro

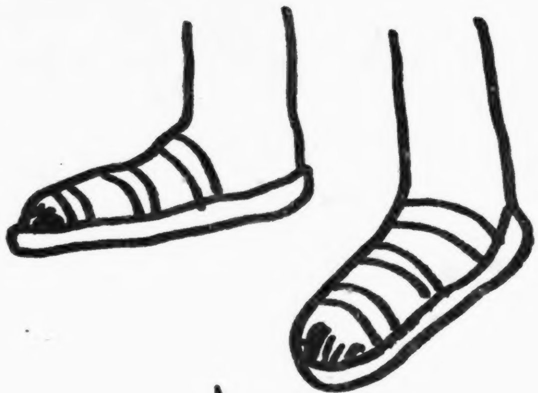
el botellón

el burro

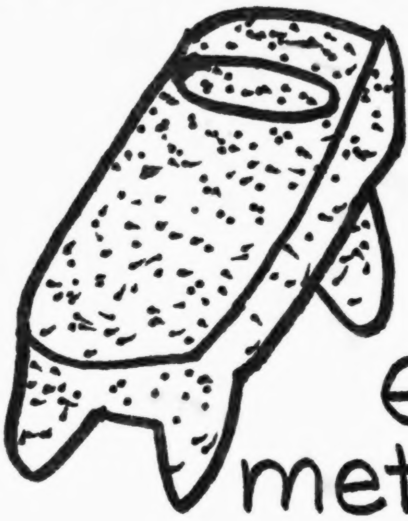
el
charro

la
china
poblana

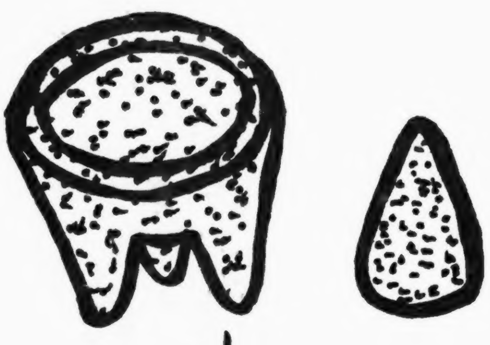
el
gallo de
pelea



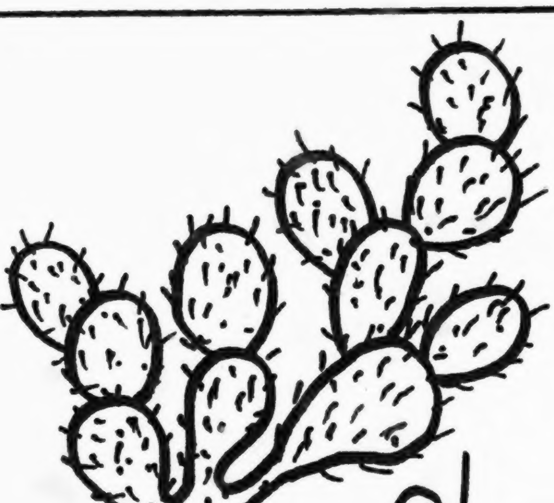
los
huaraches



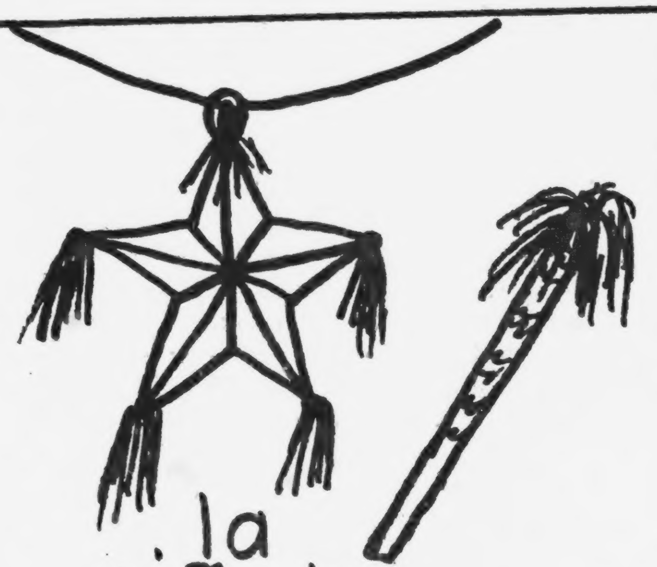
el
metate



el
molcajete



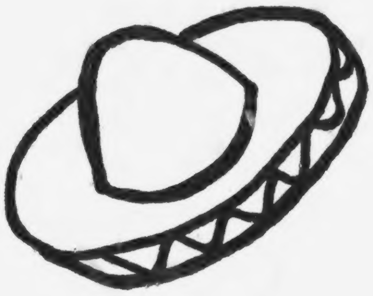
el
nopal



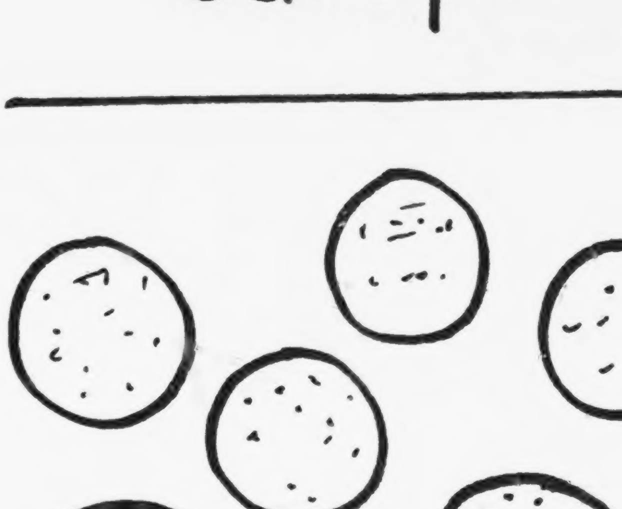
la piñata

el rebozo

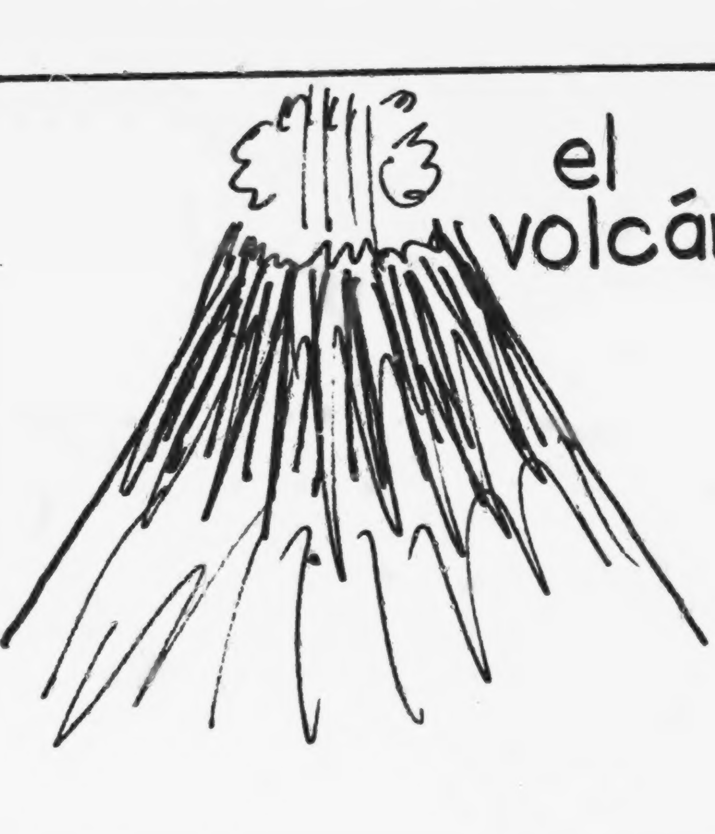
el sarape



el sombrero



las tortillas



el volcán

La República Mexicana

Composición Política

29 Estados
2 Territorios
1 Distrito Federal

Población - 32 millones

Las Razas - 3 grupos principales

1. Los indígenas - la tercera parte de la población
2. Los criollos - la novena parte de la población
3. Los mestizos - las cinco novenas partes restantes de la población

La República Mexicana

Idioma - El español (idioma oficial) - Lenguas indígenas

Religión - Católica

Gobierno - Gobierno republicano, democrático, federal

Clima - Situado entre las zonas tórrida y templada
Regiones: caliente, templada, fría y glacial

Cultivos principales

1. Maíz
2. Trigo
3. Frijol
4. Arroz
5. Chile
6. Papa
7. Cebada

Plantas industriales

1. Algodón
2. Henequén
3. Caña de azúcar
4. Café
5. Tabaco
6. Cacao
7. Vainillas
8. Frutas

México minero

1. Plata
2. Oro
3. Plomo
4. Cobre
5. Fierro
6. Petróleo
7. Azufre
8. Sal

La República Mexicana

Industria

1. Fábricas de Tejido
2. " de Alcoholes
3. " de Azúcar
4. " de Tabaco
5. Molinos de Harina
6. Fábricas de Papel
7. Industria Metalúrgica

Importación

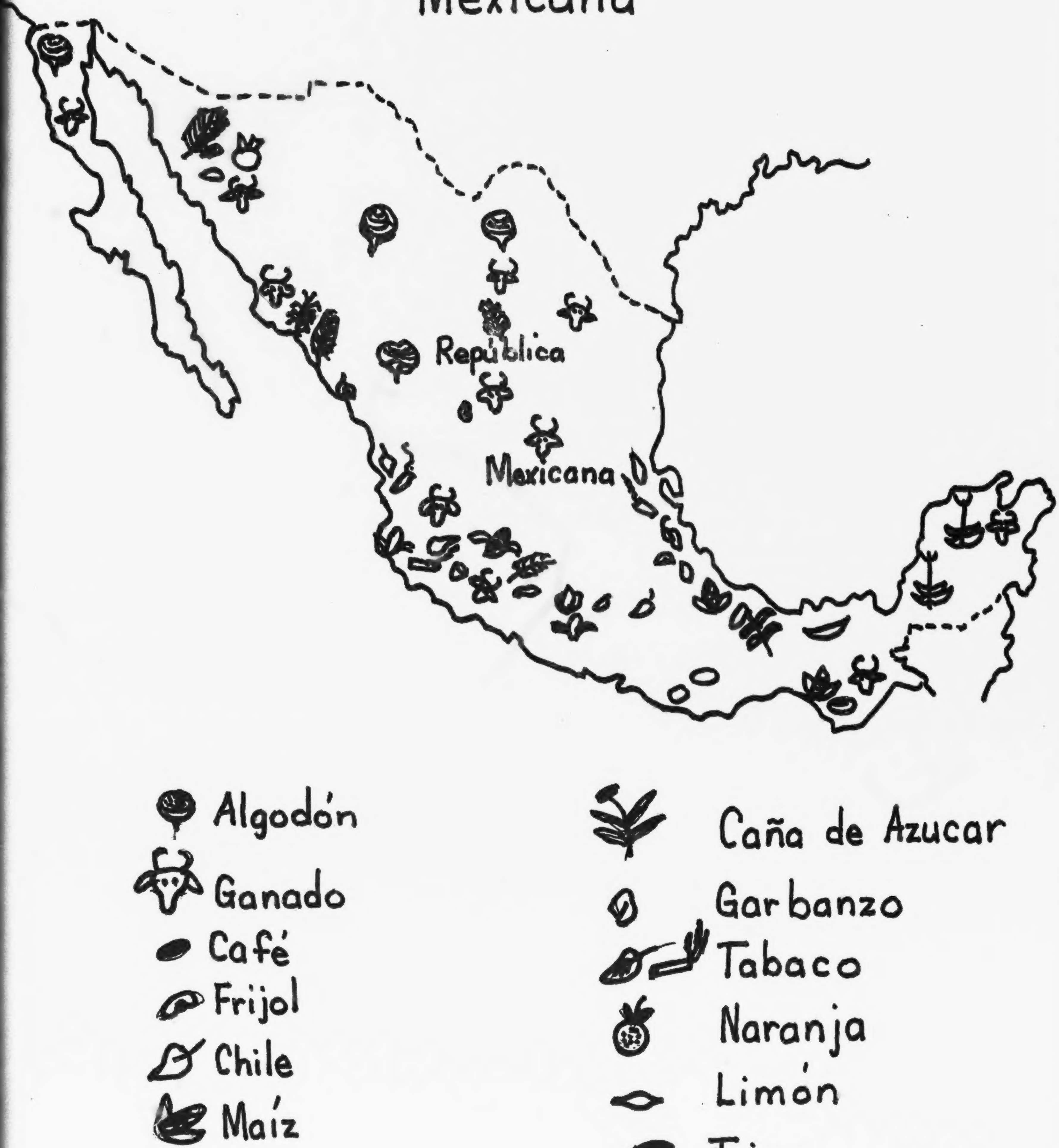
1. Máquinas, útiles, para la industria y automóviles.
2. Hilados y tejidos de algodón, lana, seda.
3. Productos alimenticios y medicinales
4. Objetos de arte

Exportación

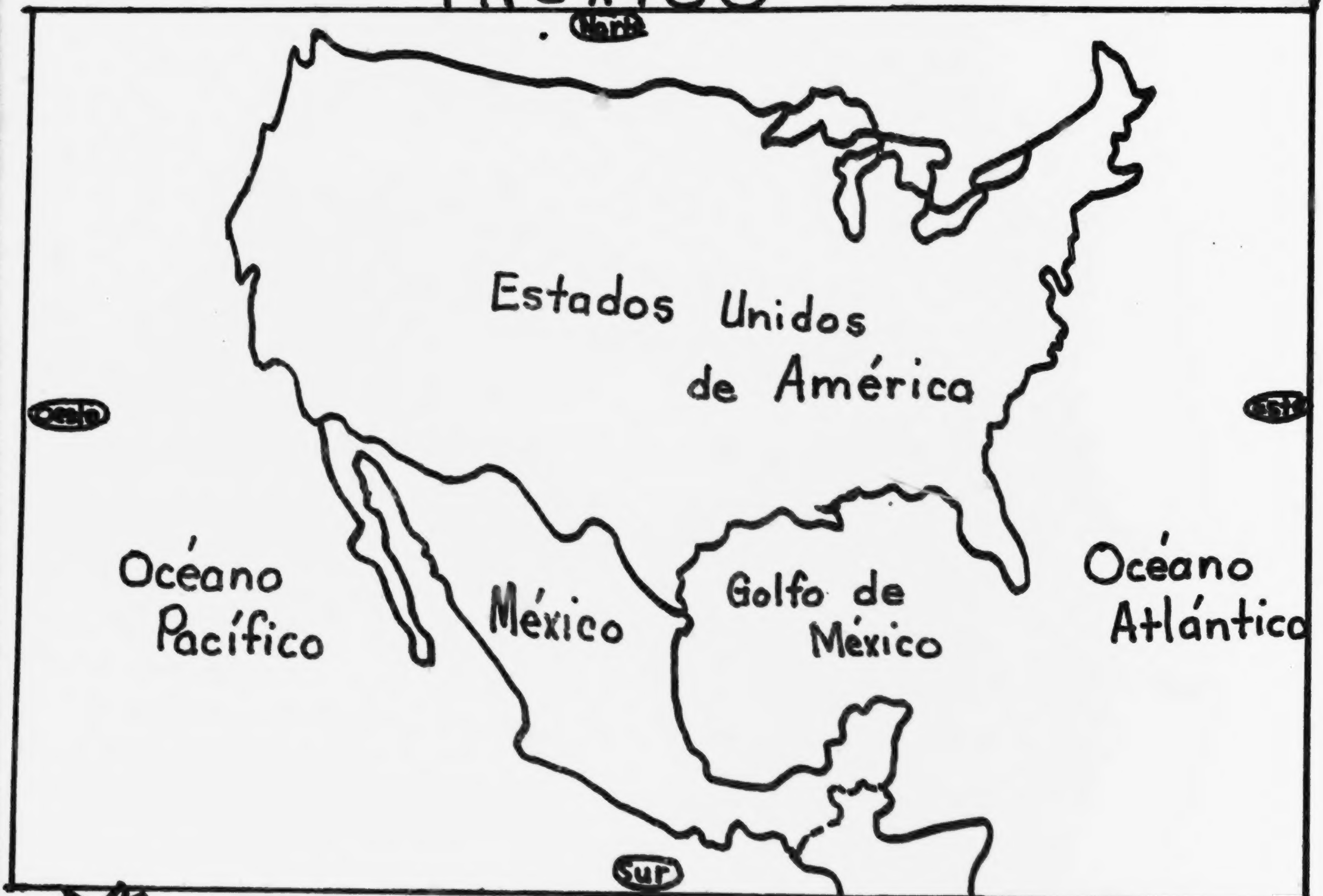
1. Algodón
2. Cafe
3. Cobre
4. Plomo
5. Zinc
6. Camarón
7. Azúcar
8. Petróleo combustible y crudo

U-SS-10

Producción General de La República Mexicana



México



México es un país grande.

Está al sur de los Estados Unidos de América.

Mucha gente vive en México.

Viven en ranchitos, en pueblos y en las ciudades.

Los papás trabajan y los niños van a la escuela.

Vocabulario

la piñata
la montaña
el sombrero
el poncho
el mercado
la catedral
la cazuela
el parque

el jarro
la fiesta
la escuela
el niño
la niña
el charro
la China Poblana
el sarape

el maíz
el nopal
el arroz
el frijol

los tamales
las enchiladas
las tortillas
el pollo

el pan
el pescado
la verdura
la fruta

la carne
el queso
el chorizo

la mantequilla
los huevos
el atole

la leche
el helado
la sal

la plata
el oro
el cobre

el fierro
el petróleo
el azufre

el henequén
los indios
los mestizos

la mina
el campo
la oficina
la fábrica
el taller

el pintor
el albañil
el carpintero
el zapatero
el marinero

el dentista
el médico
el ingeniero
el músico
el maestro

MEXICO Y SUS CIUDADANOS

El minero

El doctor

El banquero

Los estudiantes

El campesino

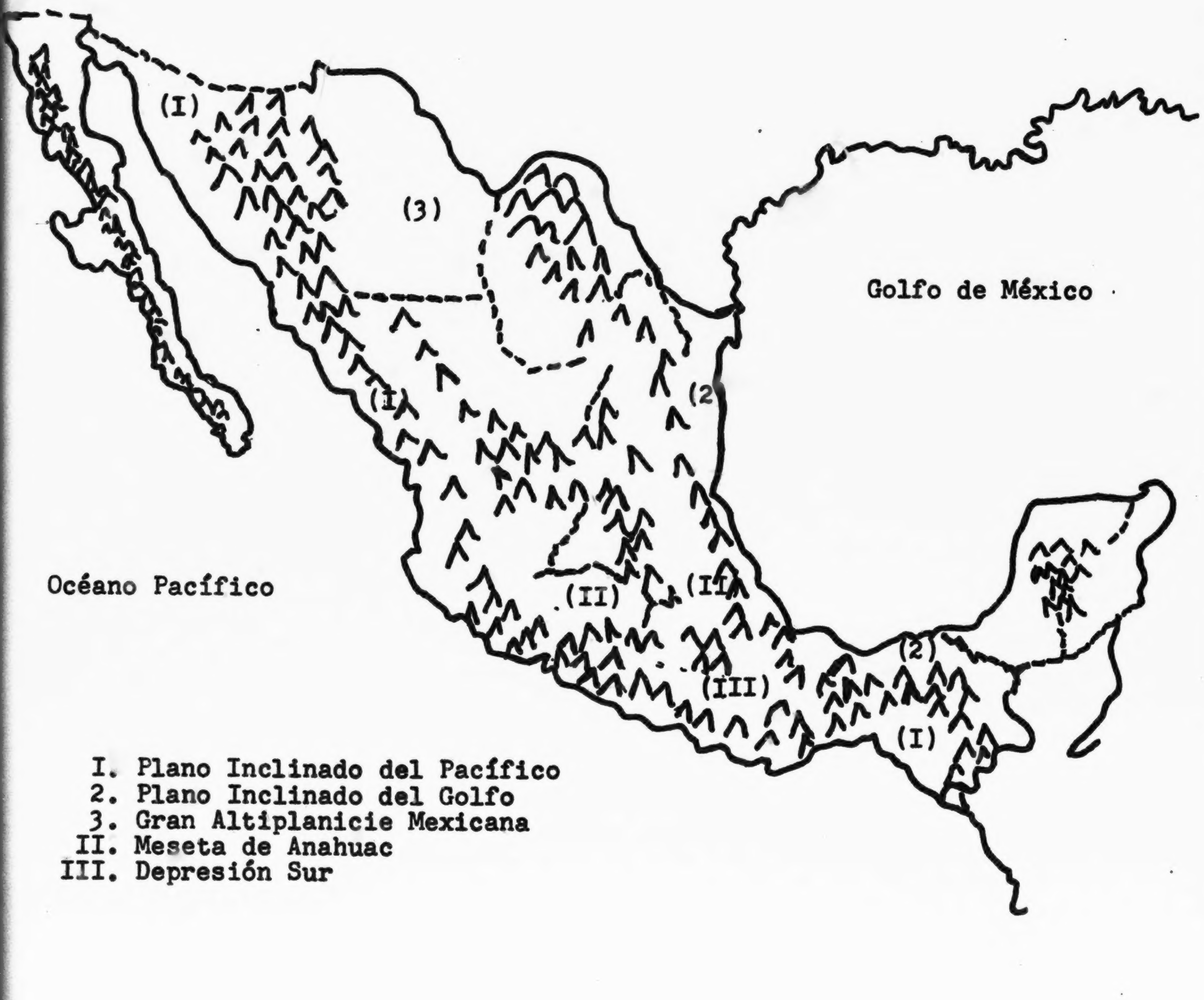
El arquitecto

El obrero

La maestra

El químico

OROGRAFIA Y RELIEVE DE LA REPUBLICA MEXICANA



I. Plano Inclinado del Pacífico
2. Plano Inclinado del Golfo
3. Gran Altiplanicie Mexicana
II. Meseta de Anahuac
III. Depresión Sur

LA BANDERA MEXICAMA

1. Bandera Mexicana: ¡Qué lindos son tus colores!, representan a México.

2. El Verde significa la Esperanza; el Blanco, la pureza; y el Rojo, la religión.

3. En el centro del color blanco luce sus colores un gran Escudo que nos habla de la Leyenda Azteca.

4. El Escudo Mexicano es un águila parada sobre un nopal devorando una serpiente.

(5. Los niños de esta Escuela ______________ respetamos mucho a la Bandera Mexicana, pues sabemos que representa a México.)

(Pensamientos para ser leídos o repetidos de memoria.)

PERSONAJES DE IMPORTANCIA

Cristóbal Colón

Hernán Cortés

Cuauhtémoc

Miguel Hidalgo y Costilla

José María Morelos

Benito Juárez

VOCABULARIO: MATEMATICAS

I. Conceptos númericos V-M-1

II. Números y cifras V-M-5

  Pares y nones V-M-8
  Ordinales V-M-9

III. Grupos V-M-14

IV. Docena V-M-15

V. Signos aritméticos V-M-16

VI. Suma y resta V-M-17

VII. Números romanos V-M-22

VIII. Fracciones V-M-25

IX. Figuras geométricas V-M-27

X. La hora V-M-30

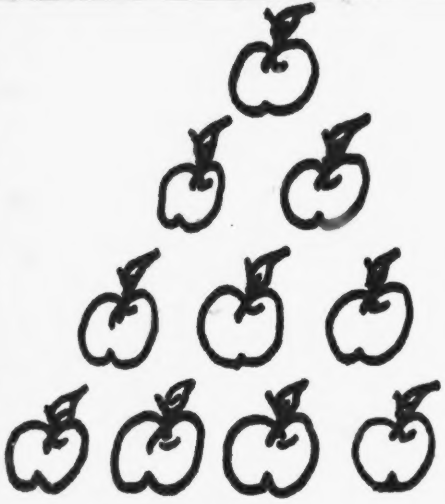
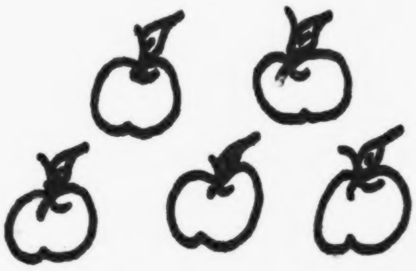
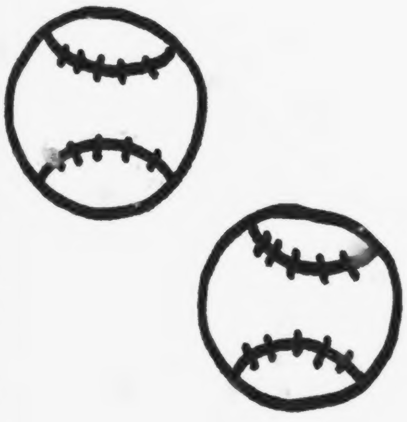
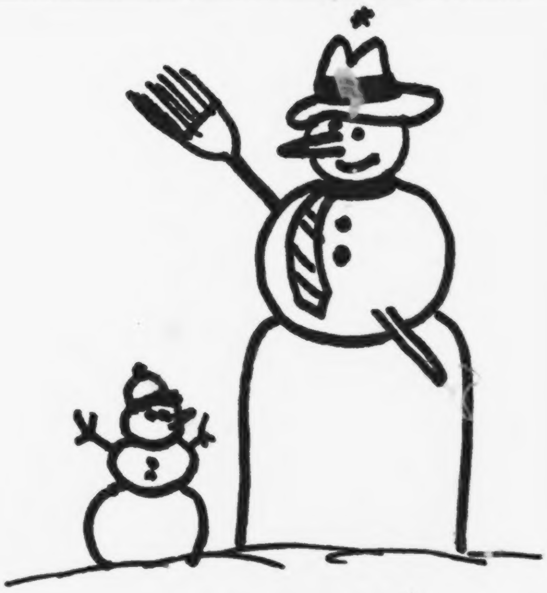
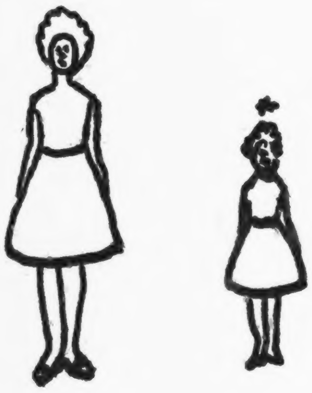
XI. Medidas V-M-31

  Líquidos V-M-31
  Distancia V-M-32
  Temperatura V-M-33

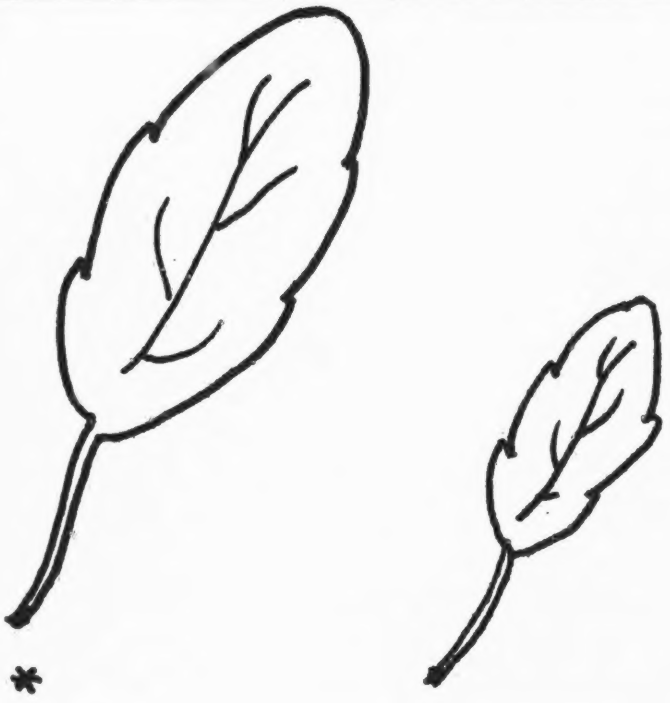
Colaboradores: Christina Fernández
Lydia Cerda
Cleotilde Cárdenas
Jesse Dábila

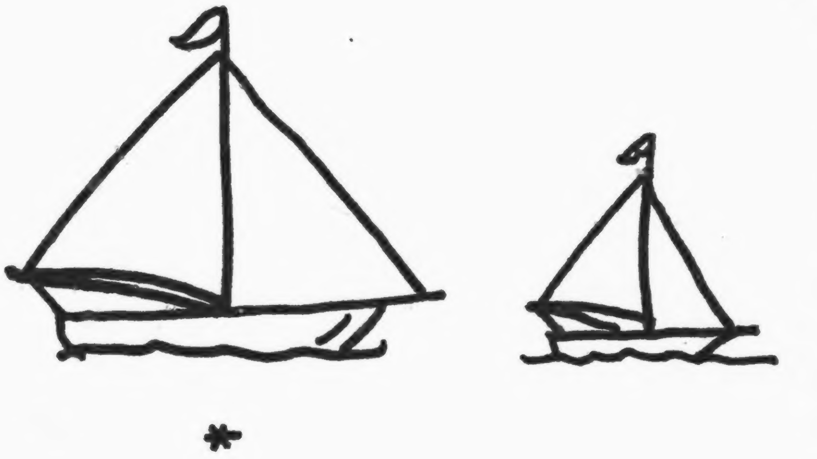
Conceptos Numéricos

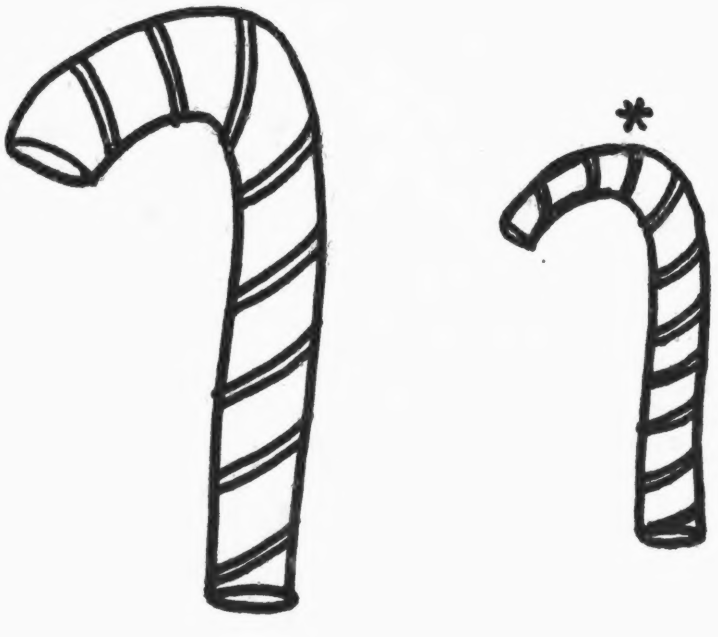
cantidad y tamaño

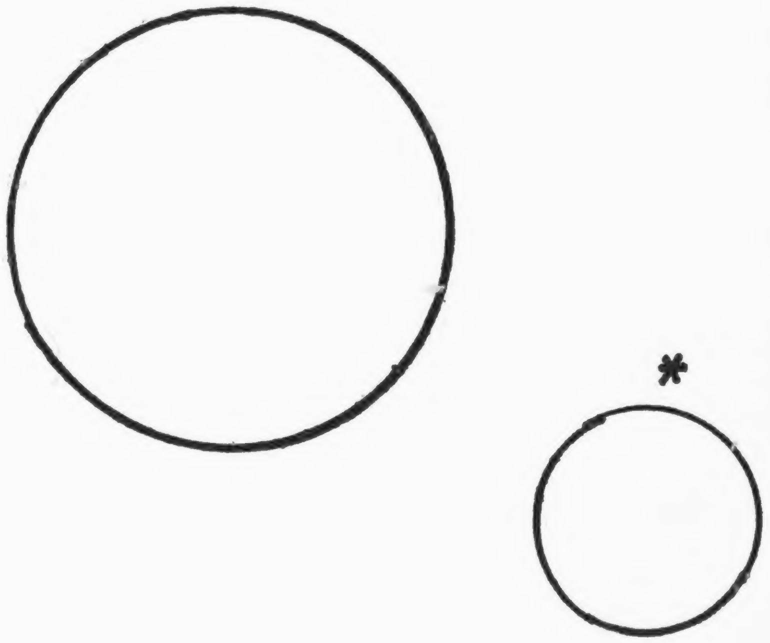
 mucho	 poco	nada
 igual	 mayor*	 menor*
 grande	 mediana	 chica

Más Grande*



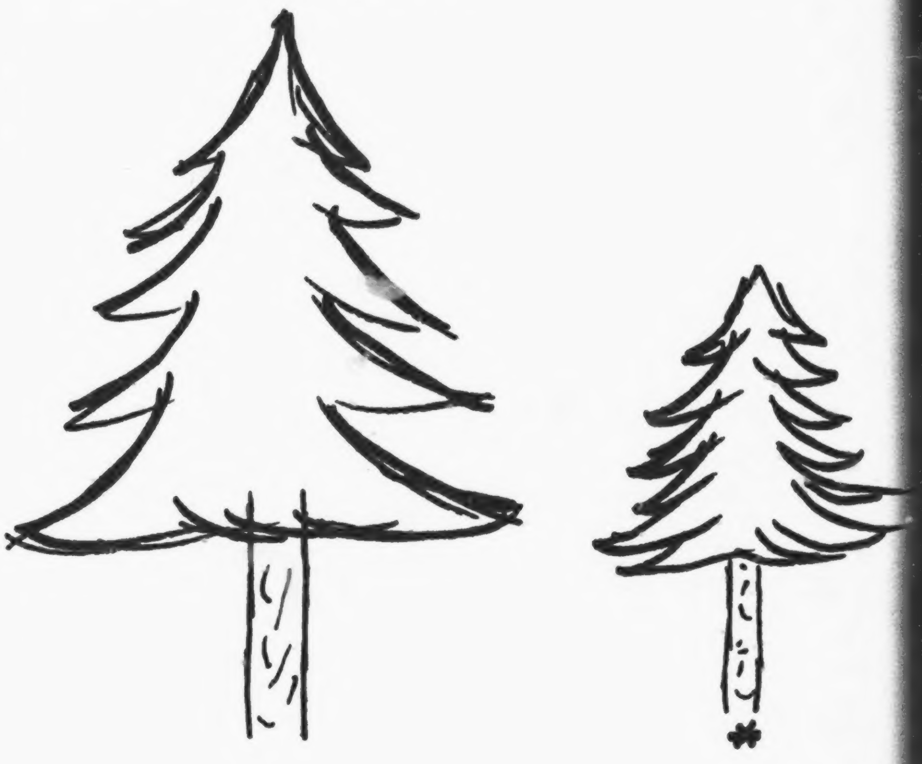






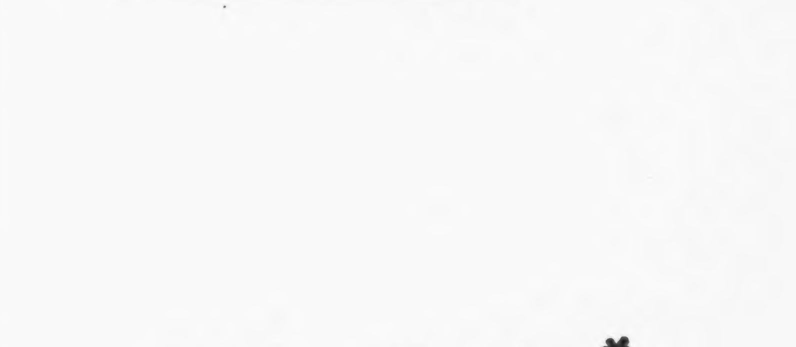
Más Pequeño*

Más Alto*

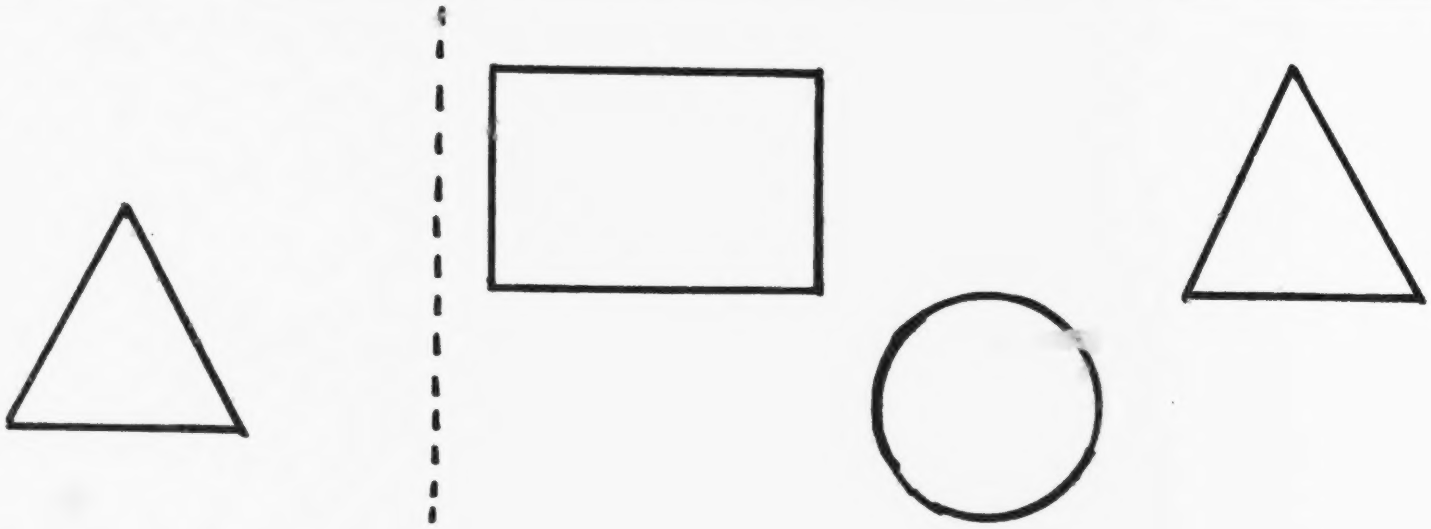


Más Bajo*

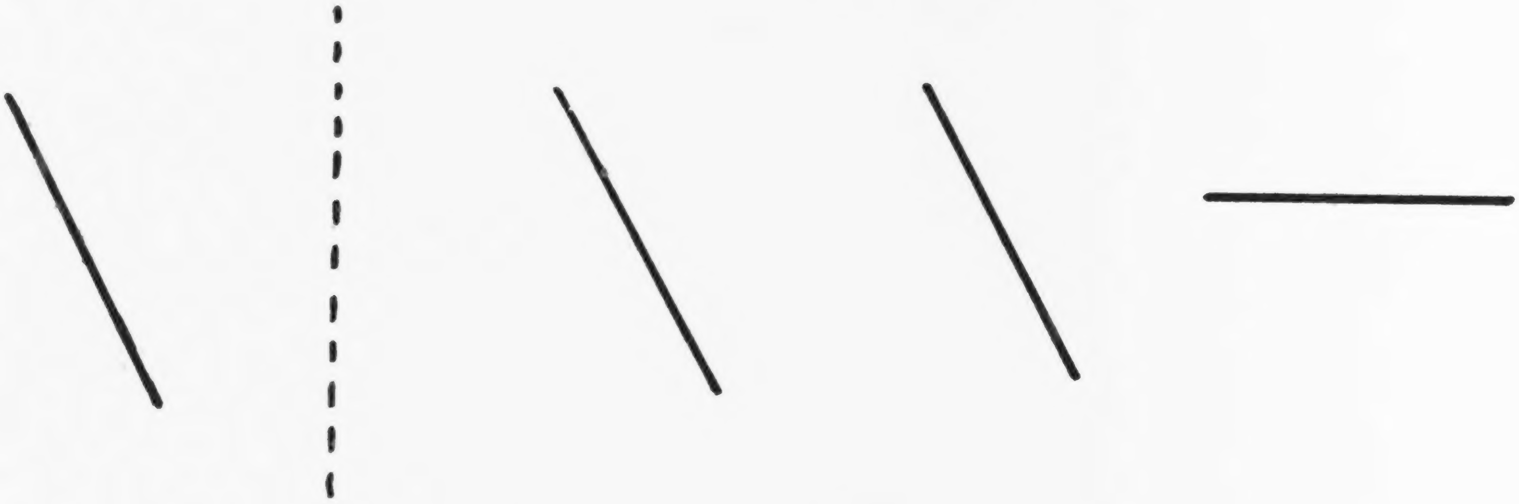
Más Largo*



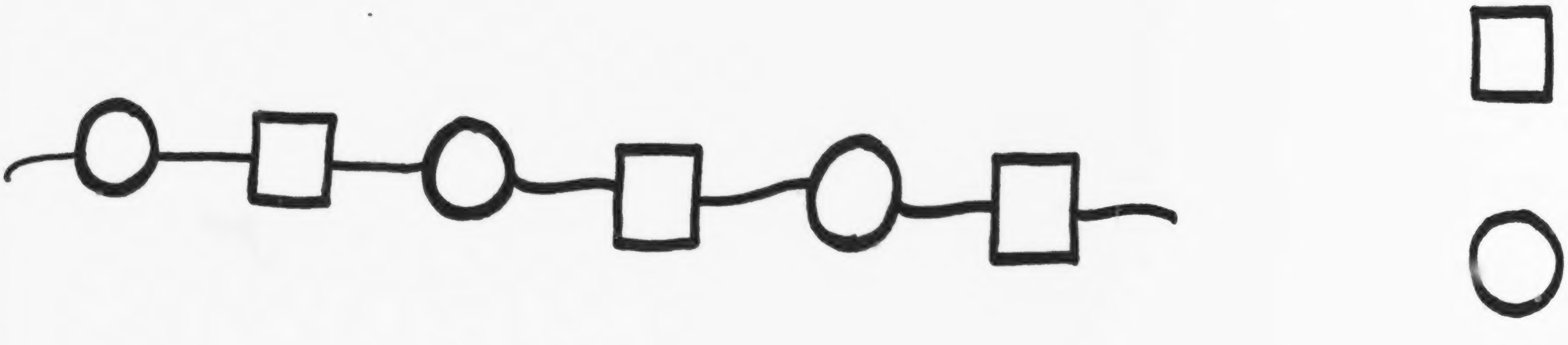
Más Corto*



Identificación de formas iguales



Distinguir diferencias



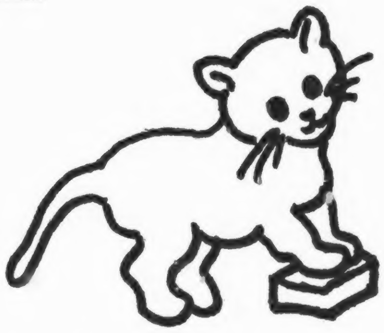
Descubrir patrones

Números y cifras

0

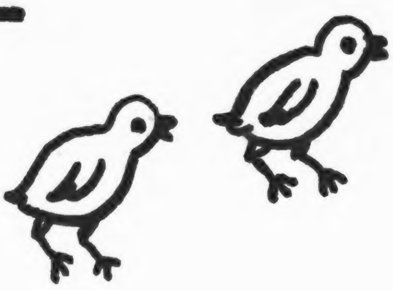
Cero

1



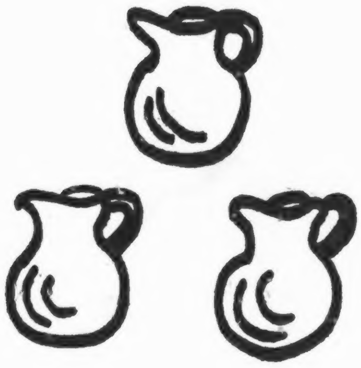
Uno

2



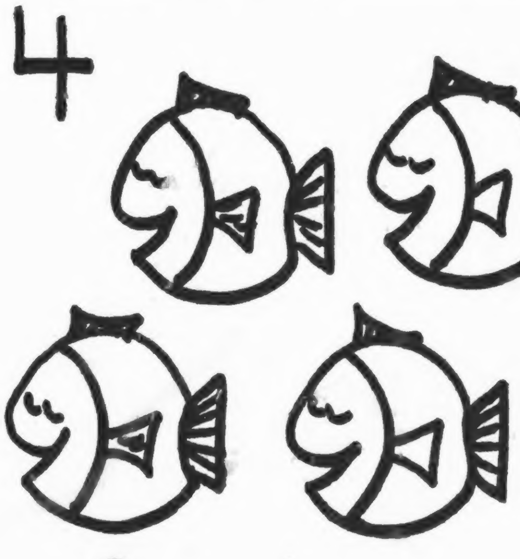
Dos

3



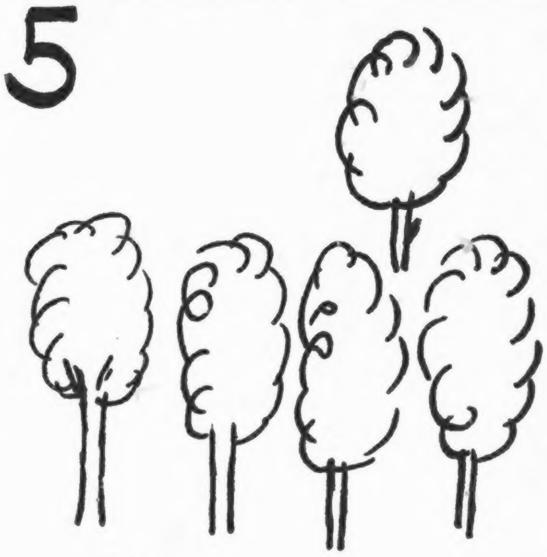
Tres

4



Cuatro

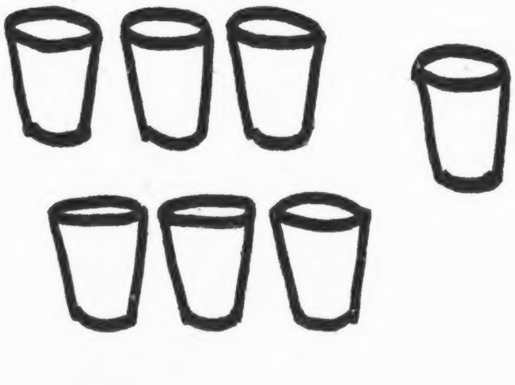
5



Cinco

Seis

7

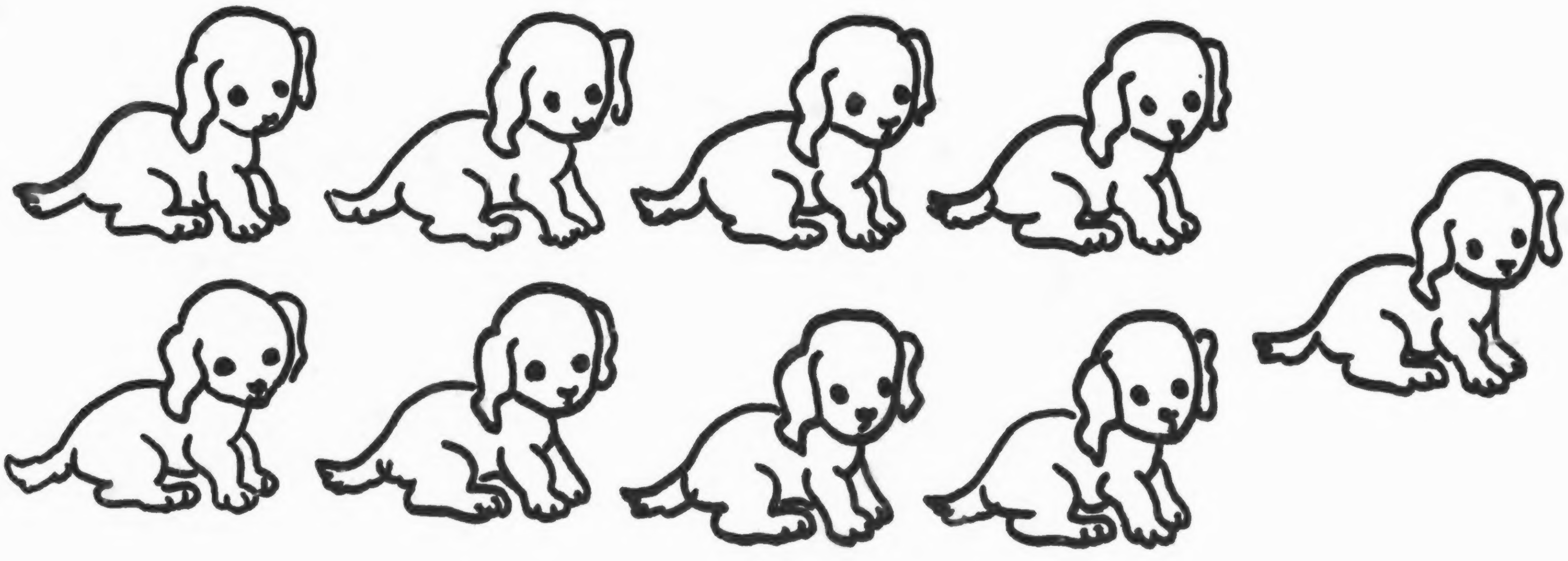


Siete

8

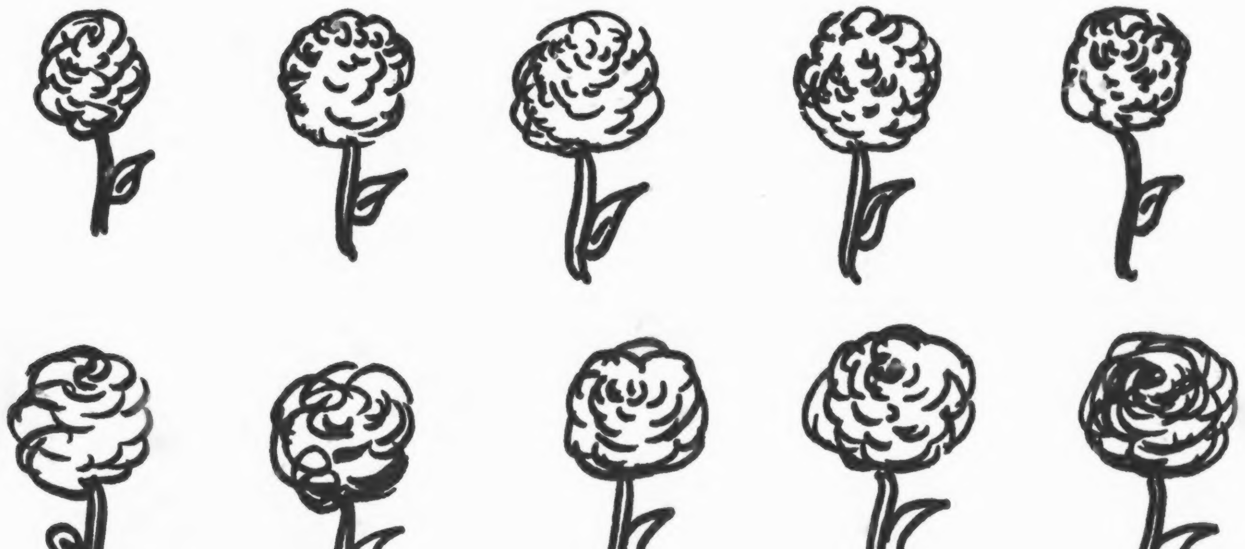
Ocho

9



Nueve

10



Diez

Une con una raya el número con su Nombre:

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

tres
siete
cinco
uno
Nueve
dos
cuatro
diez
seis
ocho
quince
trece
catorce
doce
ONce

Ilustraciones de número que son pares y nones

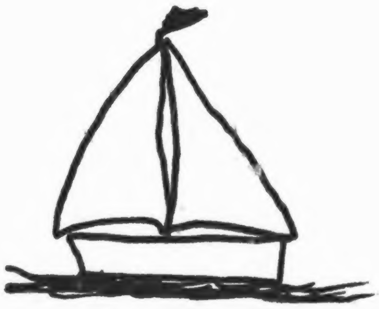
2, 4, 6, 8, 10...

Estos números se llaman pares.

1, 3, 5, 7, 9...

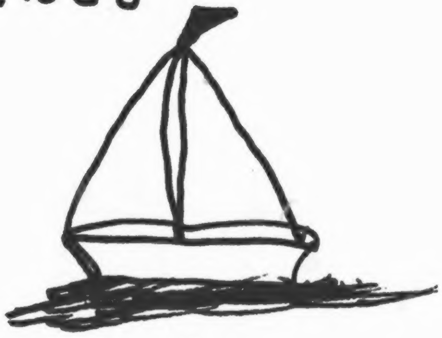
Estos números se llaman nones

Números Ordinales

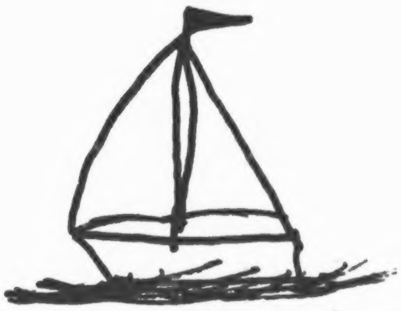


primero

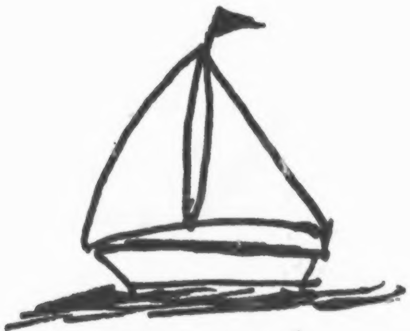
segundo



tercero



cuarto



quinto

Los números ordinales

nombre	notación
primero	1°
segundo	2°
tercero	3°
cuarto	4°
quinto	5°
sexto	6°
séptimo	7°
octavo	8°
noveno	9°
décimo	10°
undécimo	11°
doudécimo	12°
decimotercero	13°
decimocuarto	14°
decimoquinto	15°
decimosexto	16°
decimoséptimo	17°
decimooctavo	18°
decimonoveno	19°
vigésimo	20°
vigésimo primero	21°

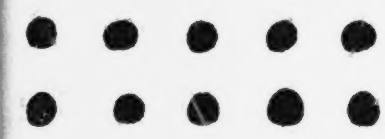
8 > 5

es mayor que

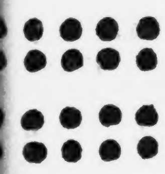
5 < 8

es menor que

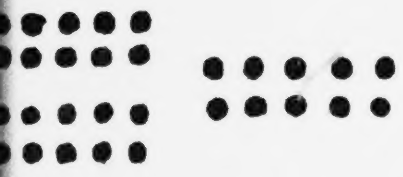
liez unidades forman
una decena



} l decena



} 2 decenas = 20



} 3 decenas = 30

40 .... 4 decenas

50 .... 5 decenas

60 .... 6 decenas

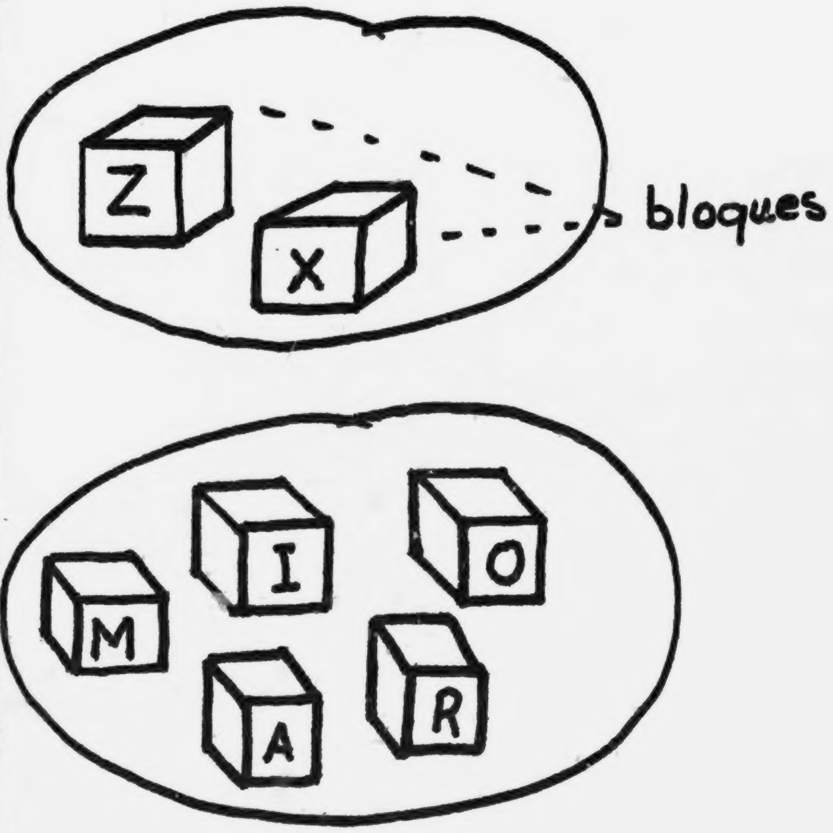
70 .... 7 decenas

80 .... 8 decenas

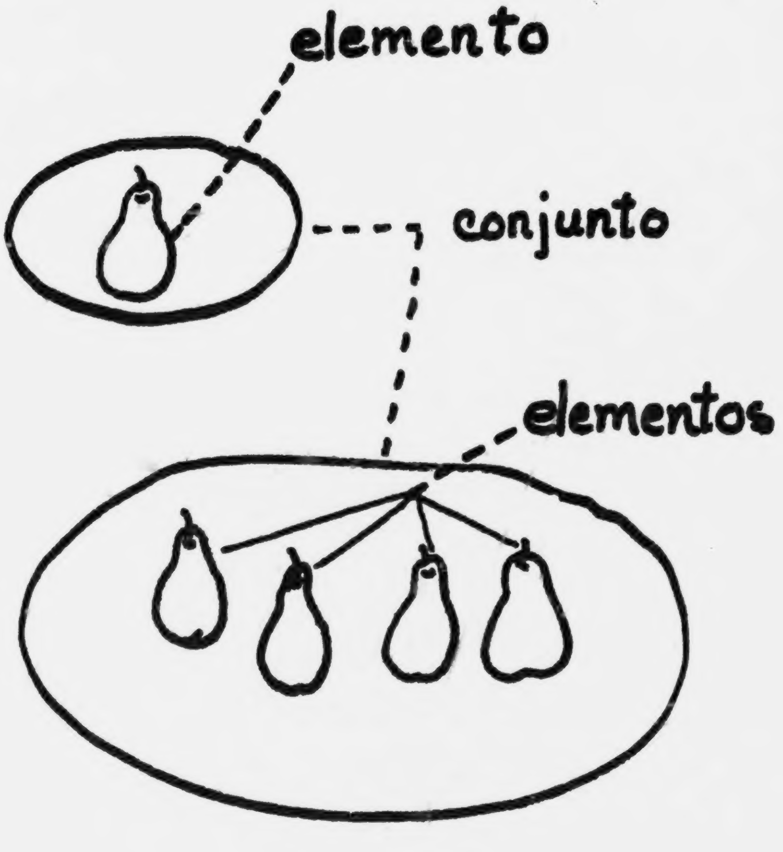
90 .... 9 decenas

100 .... 10 decenas = una centena

ué sique Después de...? 5, 6 16, ___ 28, ___ 46, ___	¿Qué está Antes de...? 29, 30 ___, 56 ___, 80 ___, 37	¿Qué está entre...? 28, 29, 30 77, ___, 79 59, ___, 61 81, ___, 83
Antes y después? 7, 38, 39, 40 ___, 79, ___ ___, 19, ___ ___, 25, ___		



Más y menos (desigualdades)



Comparación de conjuntos

Correspondencia uno a uno (aparear)

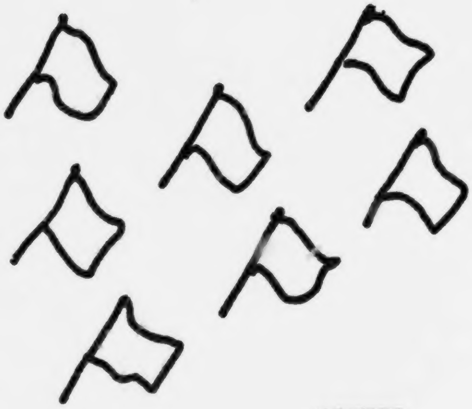
Conjuntos equivalentes

Reconocimiento de grupos

V-M-14

Identifica cada grupo.

Escribe el número en el espacio en blanco.



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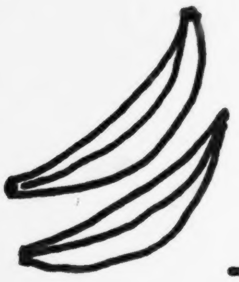

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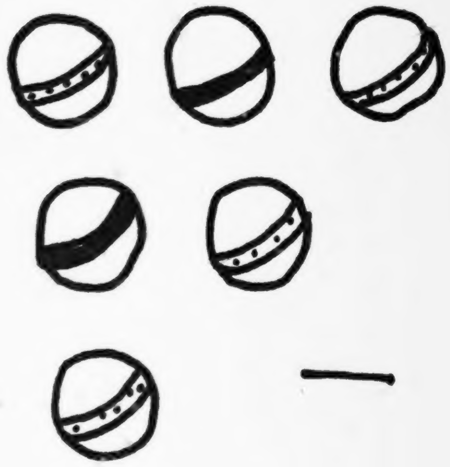
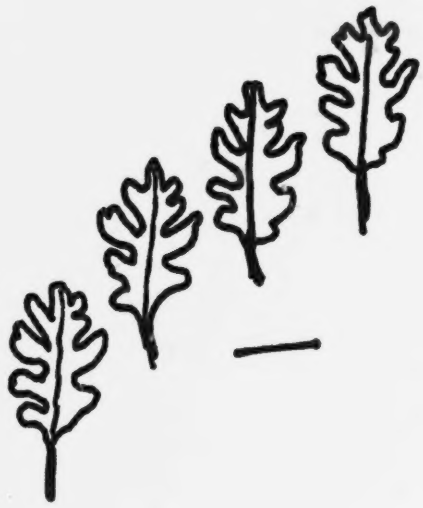


___



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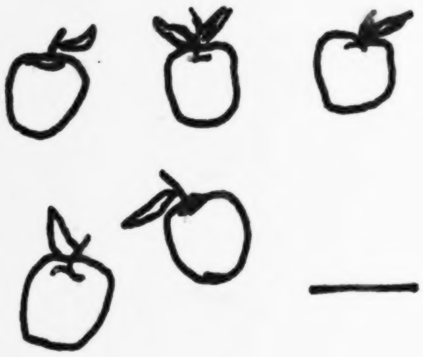
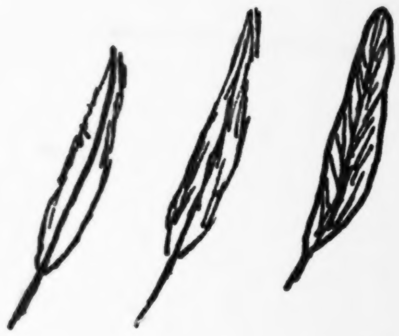


___



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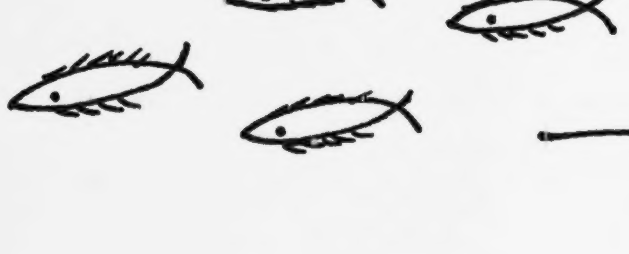

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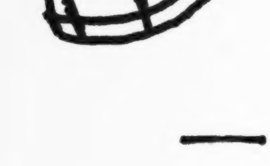
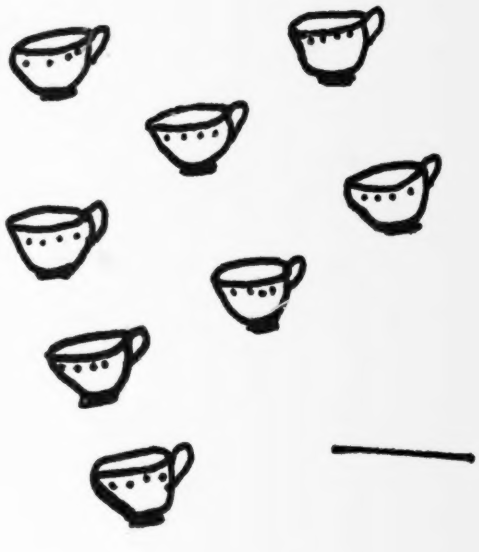
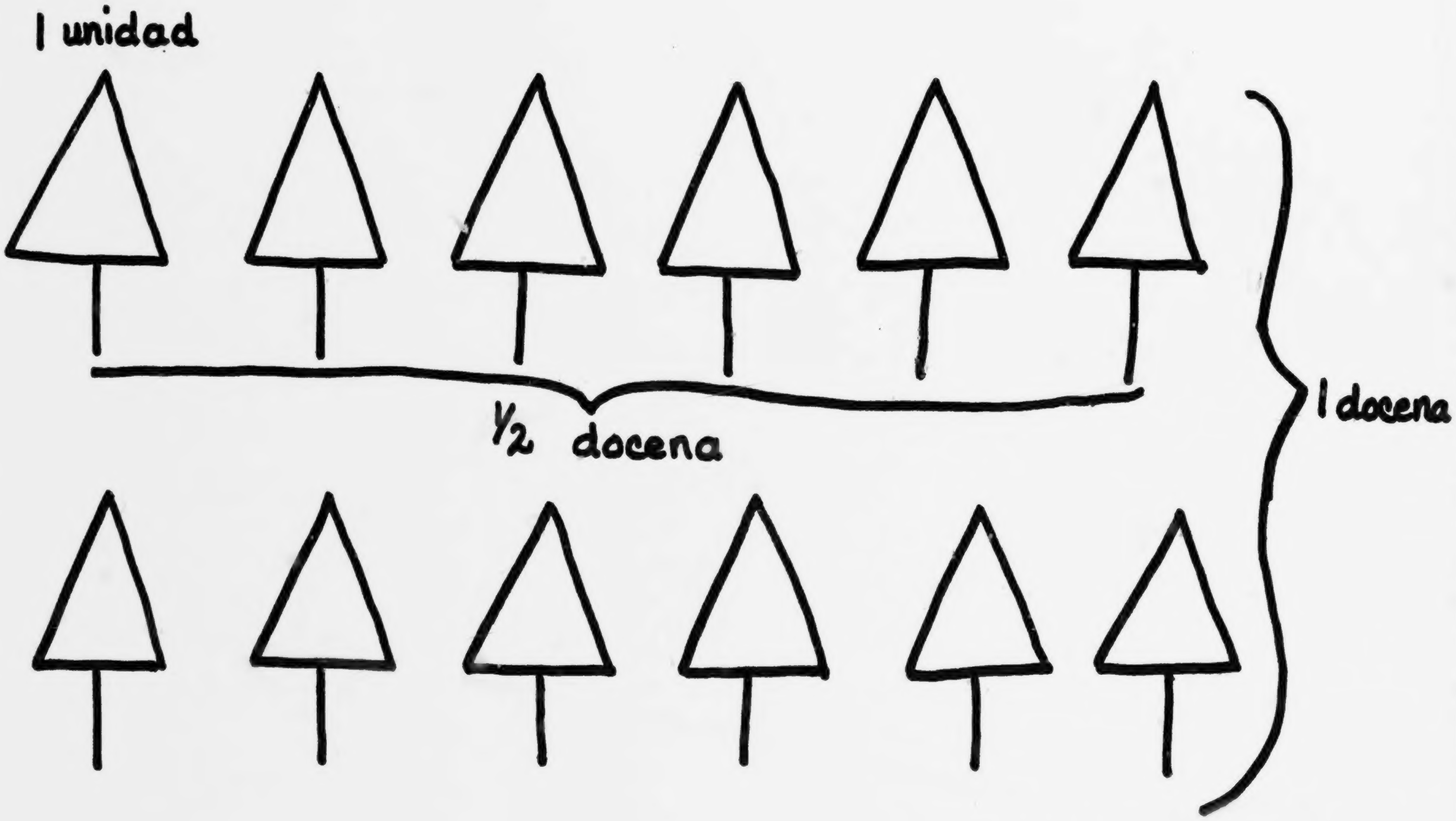


___



___

Concepto de docena



una docena de pinos

1 pino es una unidad

6 pinos son ½ docena

12 pinos son una docena

Signos Aritméticos

+ más

$1 \underline{+} 3 = 4$

— menos

$5 - 3 = 2$

= Igual

$4 + 2 \underline{=} 6$

X por

$3 \underline{X} 3 = 9$

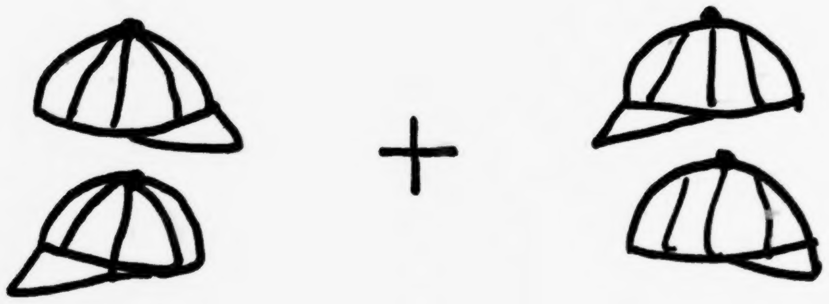
÷

$4 \underline{\div} 2 = 2$

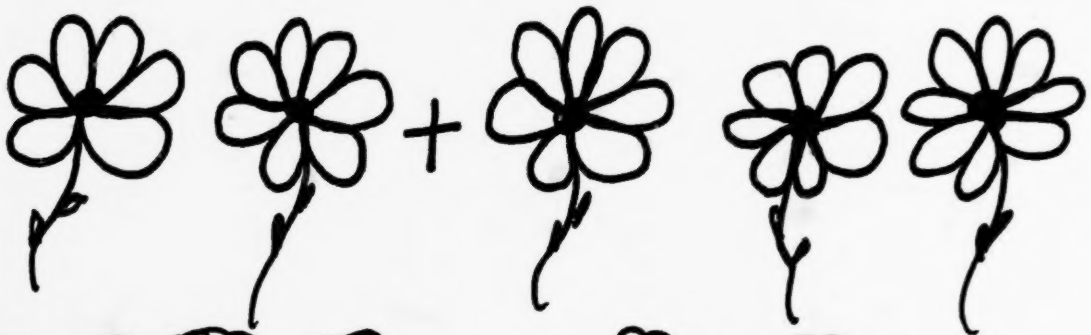
$\begin{array}{r} 2 \\ 2\overline{)4} \end{array}$

Dividir

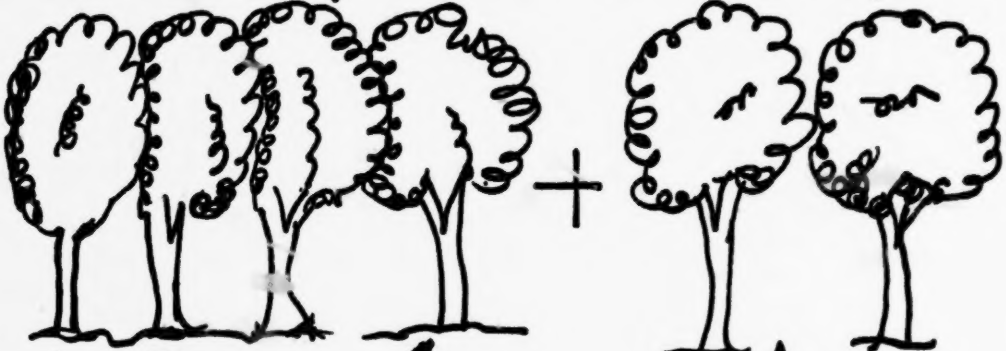
Sumas



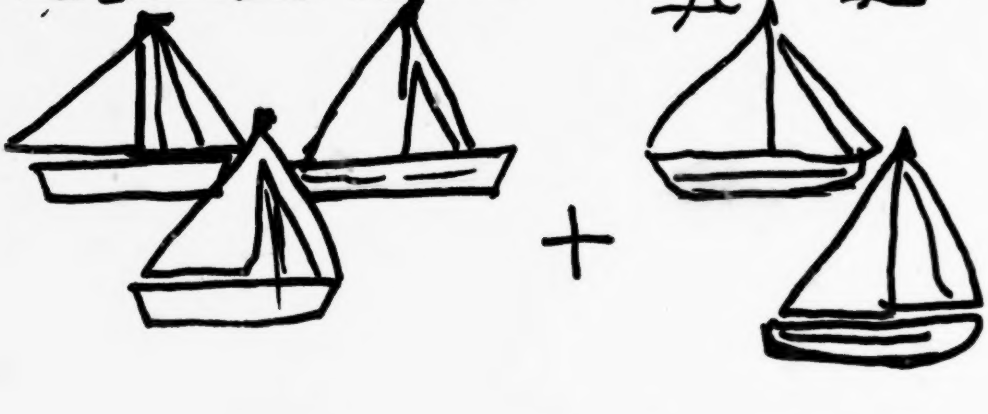
2
+ 2
4



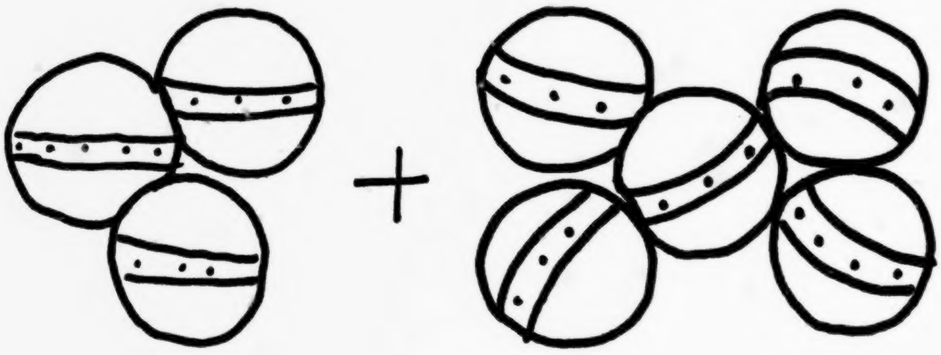
2
+ 3
5



4
+ 2
6



3
+ 2
5



3
+ 5
8

Ecuaciones:

$2 + (3+4) = 9$

$(2+3) + 4 = 9$

$(3+2) + 4 = 9$

$(4+3) + 2 = 9$

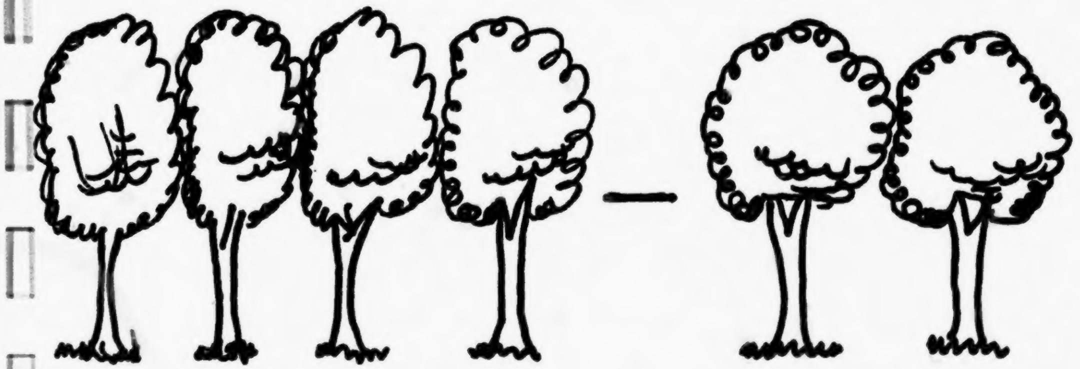
$4 + (2+3) = 9$

$3 + (4+2) = 9$

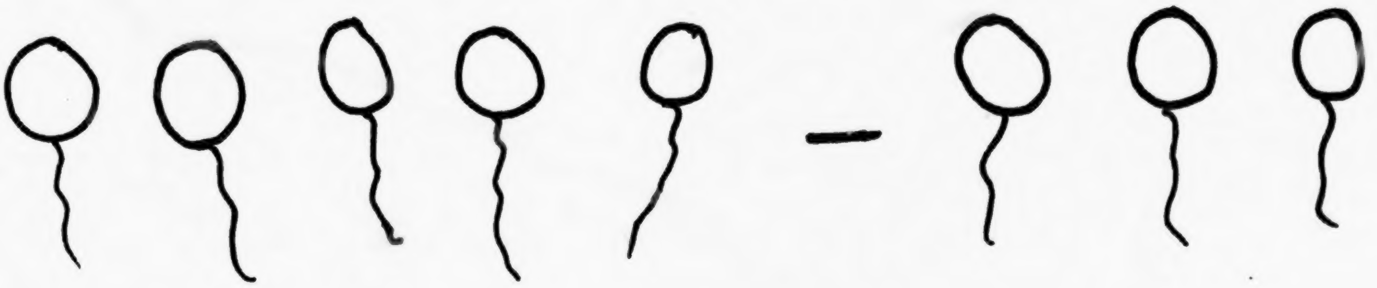
Al sumar podemos cambiar el orden de los números (conmutar), y siempre obtenemos el mismo resultado.

Al sumar podemos asociar los números como queramos, y siempre obtenemos el mismo resultado.

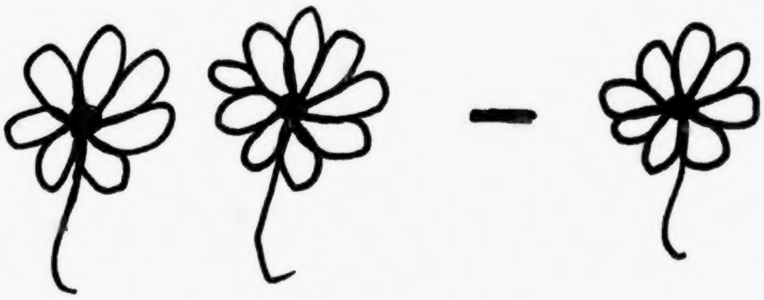
Sustracción



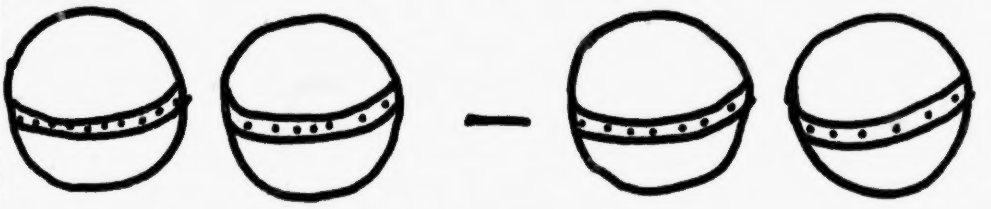
$$\begin{array}{r} 4 \\ -\,2 \\ \hline 2 \end{array}$$



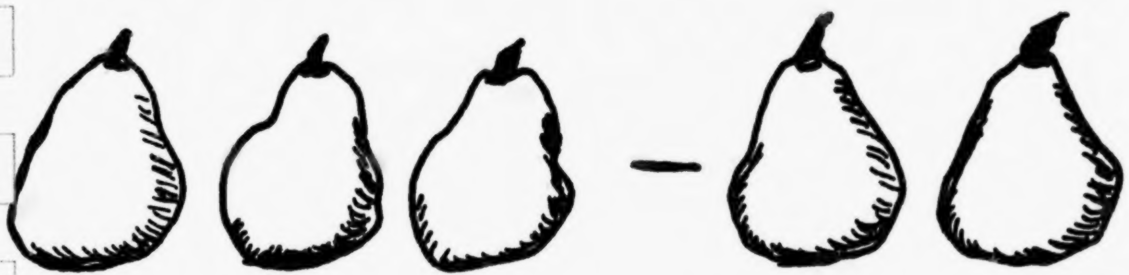
$$\begin{array}{r} 5 \\ -\,3 \\ \hline 2 \end{array}$$



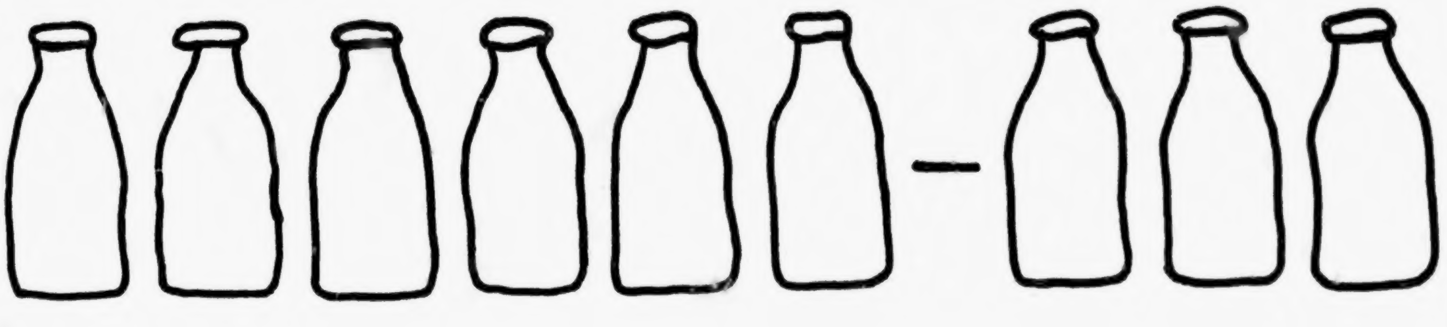
$$\begin{array}{r} 2 \\ -\,1 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 2 \\ -\,2 \\ \hline 0 \end{array}$$



$$\begin{array}{r} 3 \\ -\,2 \\ \hline 1 \end{array}$$



$$\begin{array}{r} 6 \\ -\,3 \\ \hline 3 \end{array}$$

Problemas de Suma y Resta

Andrés cogió 5 pescados

Luis cogió 2 pescados

Pedro cogio también 2 pescados

¿Cuántos pescados cogieron entre los tres?

Sara hizo 5 galletas

Le regaló 2 galletas a Sonia

¿Cuántas galletas le quedaron?

Tabla de adición y tabla de sustracción

+	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

−	1	2	3	4	5	6	7	8	9
1	2	3	4	5	6	7	8	9	10
2	3	4	5	6	7	8	9	10	11
3	4	5	6	7	8	9	10	11	12
4	5	6	7	8	9	10	11	12	13
5	6	7	8	9	10	11	12	13	14
6	7	8	9	10	11	12	13	14	15
7	8	9	10	11	12	13	14	15	16
8	9	10	11	12	13	14	15	16	17
9	10	11	12	13	14	15	16	17	18

Números romanos

1 = I
2 = II
3 = III
4 = IV
5 = V
6 = VI
7 = VII
8 = VIII
9 = IX
10 = X

11 = XI
12 = XII
13 = XIII
14 = XIV
15 = XV
16 = XVI
17 = XVII
18 = XVIII
19 = XIX
20 = XX

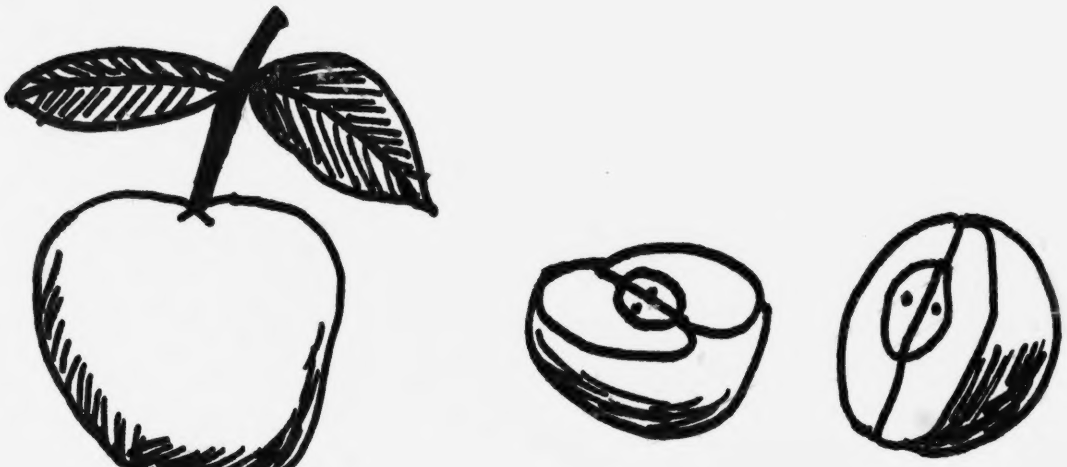
Tabla de multiplicación

X	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Tabla de división

÷	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Conocimiento De La Mitad o Medio



$$1 = \frac{1}{2} + \frac{1}{2}$$

Una está entera

La otra MANZANA está cortada en

dos partes iguales

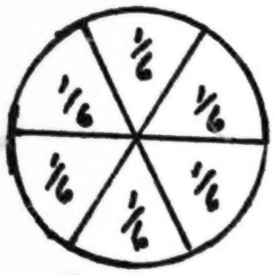
Cada parte es la mitad o un medio

Medio o mitad se escribe $\frac{1}{2}$

Más fracciones

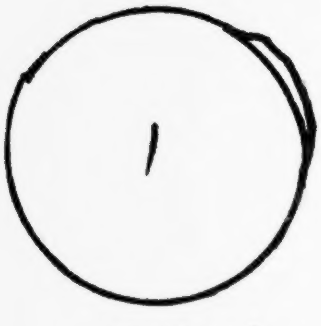
sextos, séptimos, octavos, novenos, y décimos

unidad

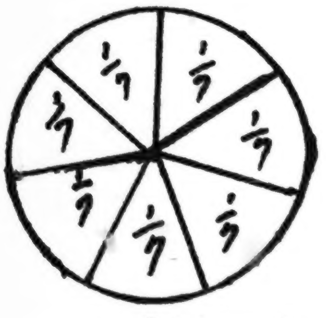


sextos

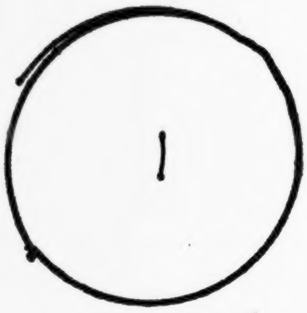
"1" es el numerador
"6" " " denominador



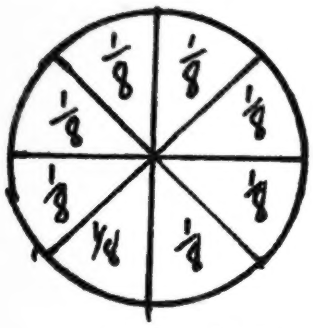
unidad



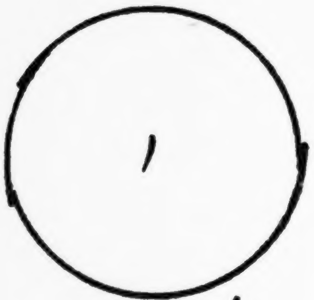
séptimos



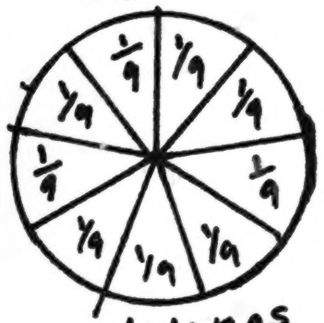
unidad



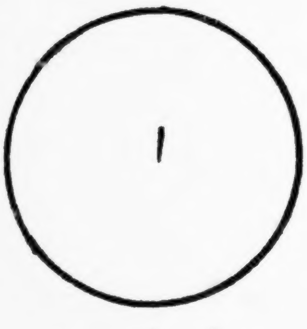
octavos



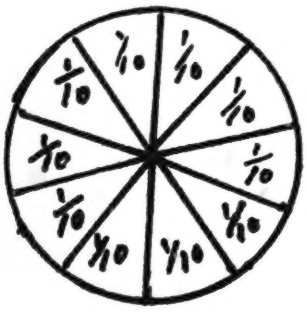
unidad



Novenos

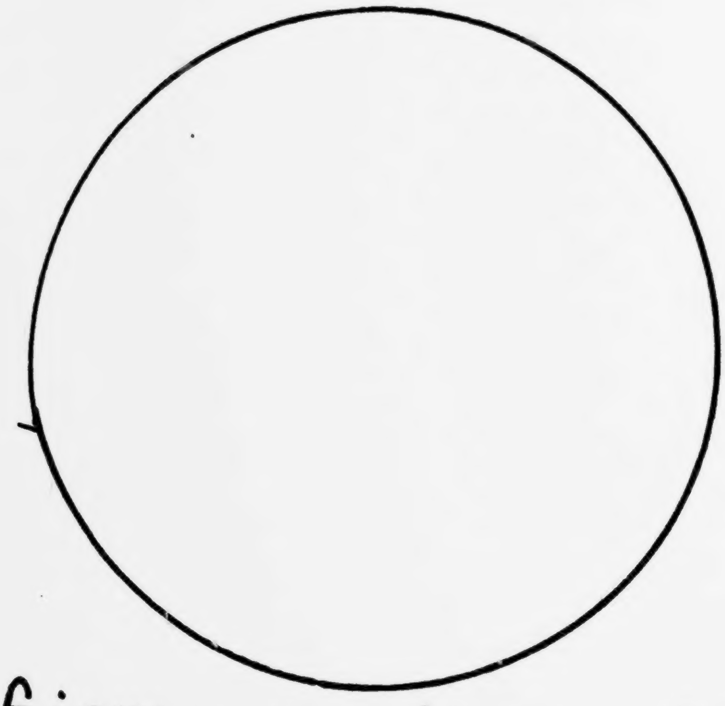


unidad

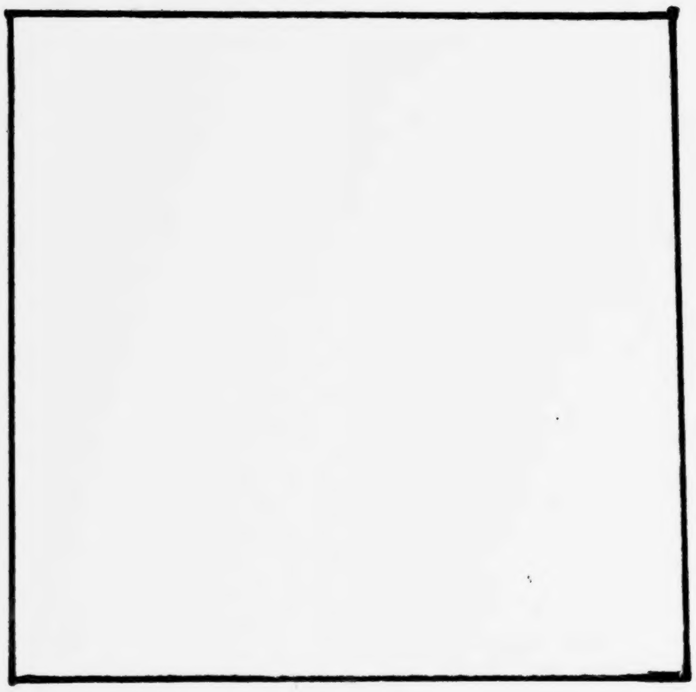


décimos

Conocimiento Ilustrado de Algunas Figuras Geométricas

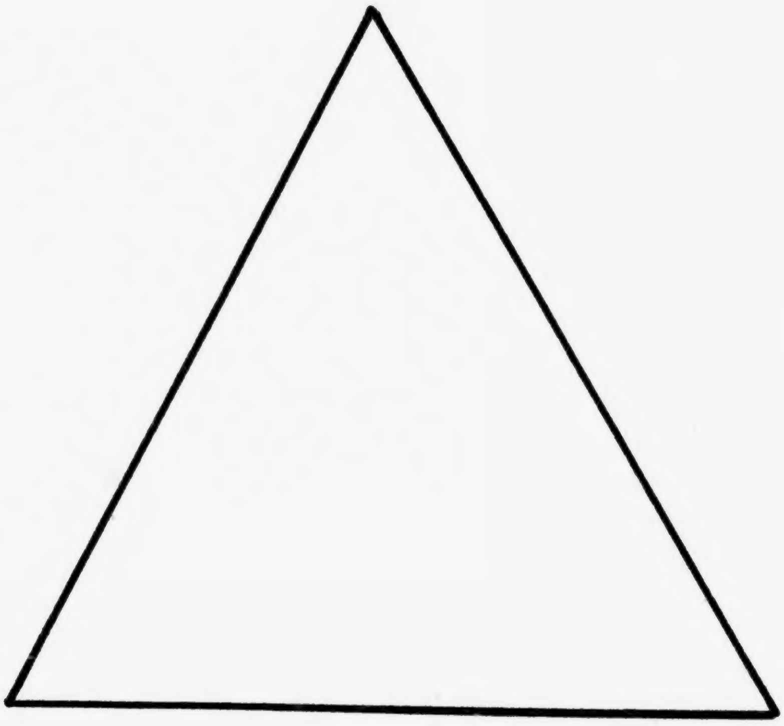


Esta figura se llama Círculo

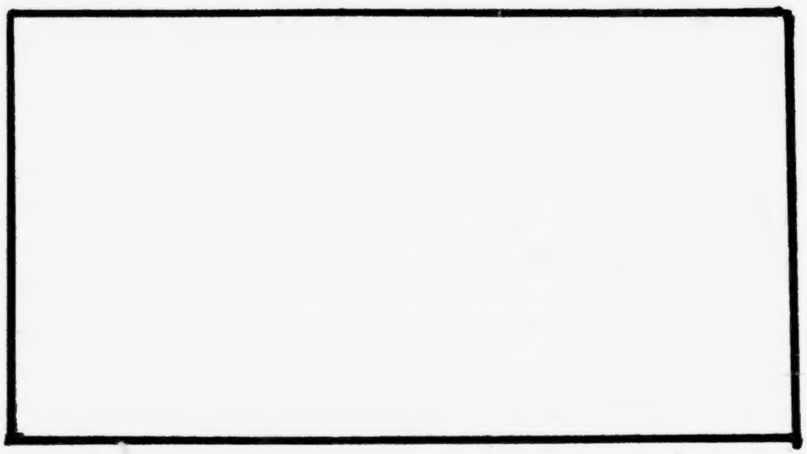


Esta figura se llama cuadrado

Conocimiento Ilustrado de Algunas Figuras Geométicas

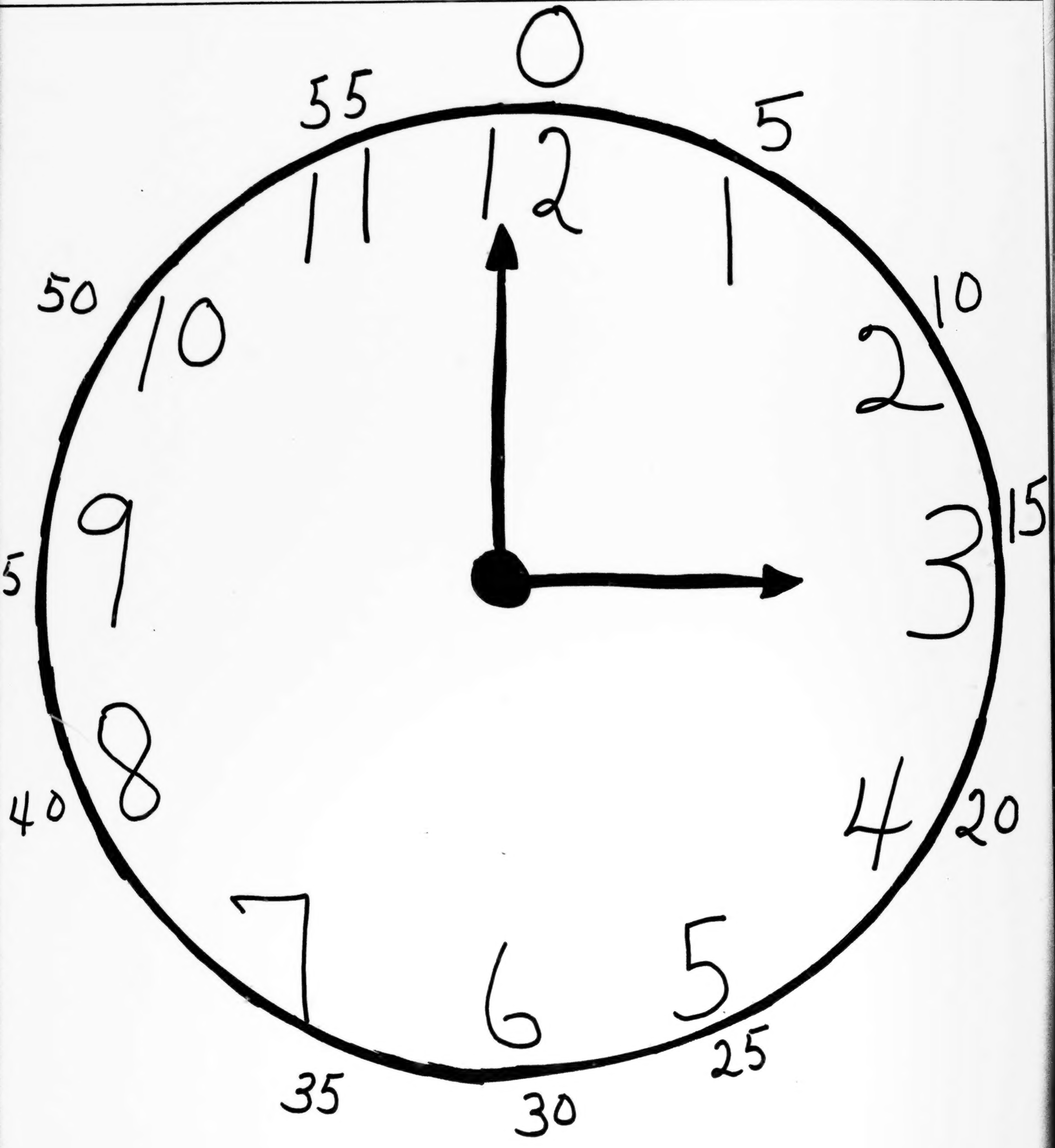


Esta figura se llama Triángulo



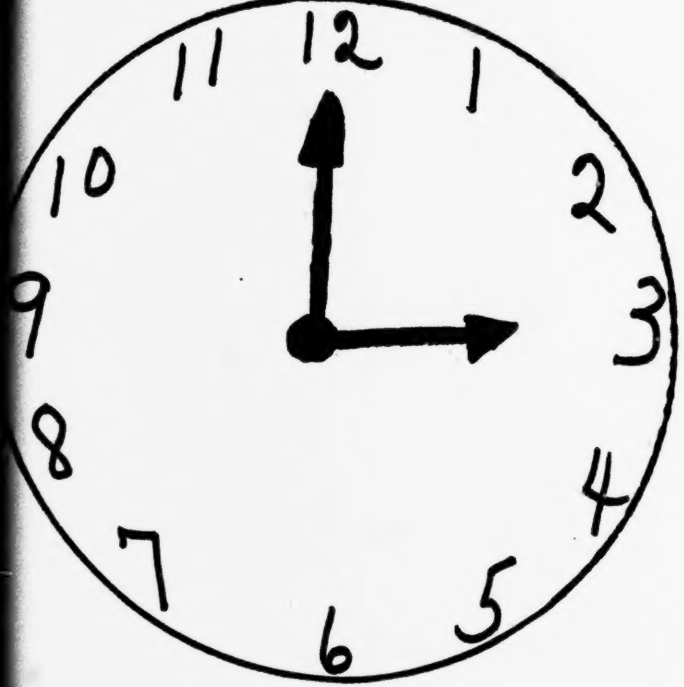
Esta figura se llama Rectángulo

El Reloj

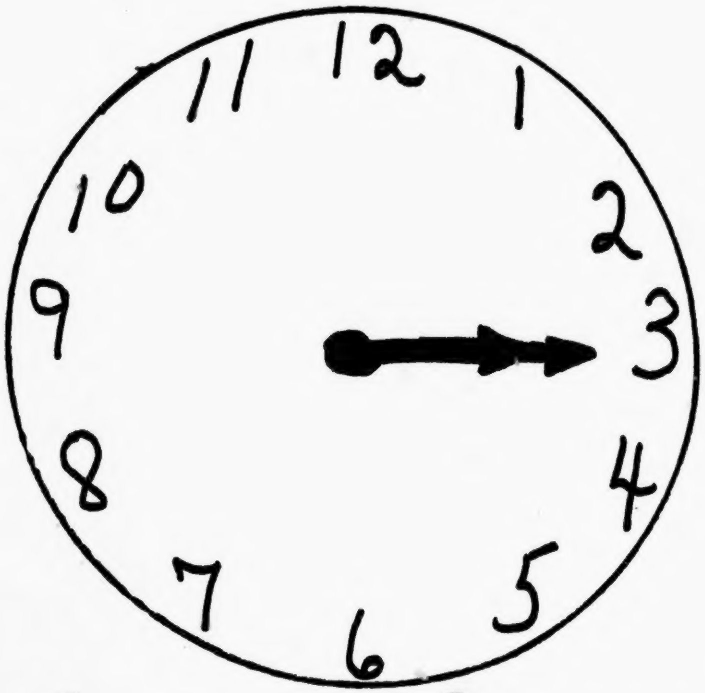


60 minutos en una hora

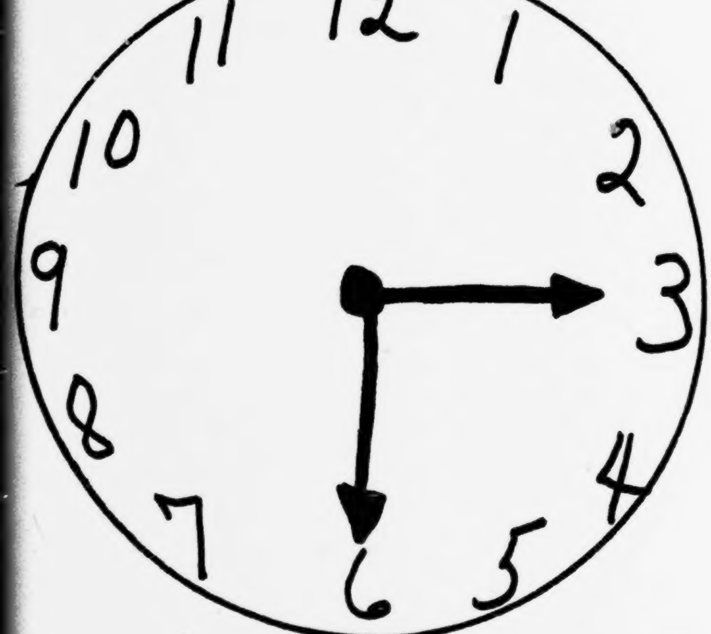
El Reloj



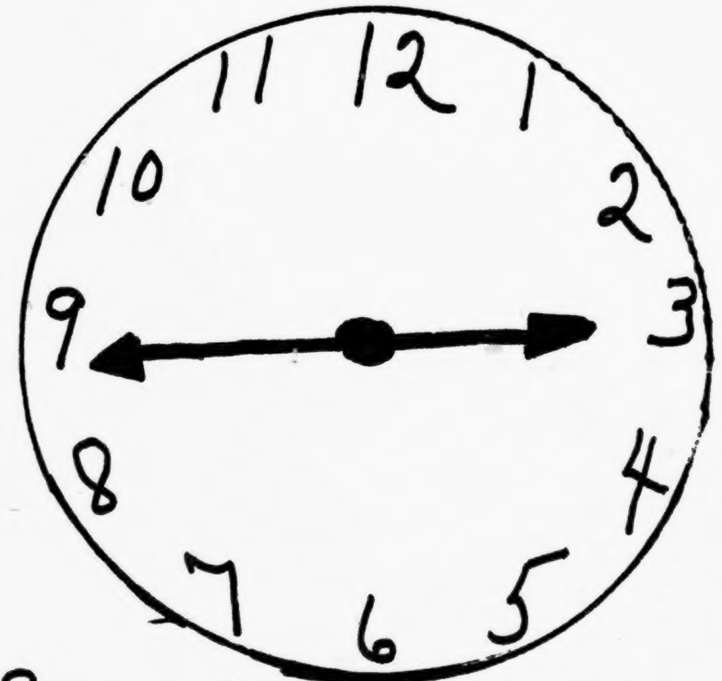
Son las 3 en punto
3:00



Son las 3 y cuarto
3:15



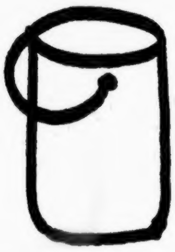
Son las 3 y media
3:30

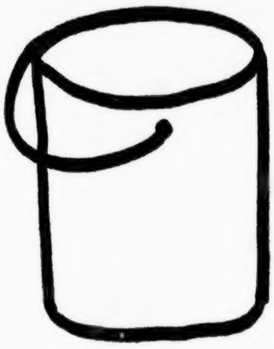


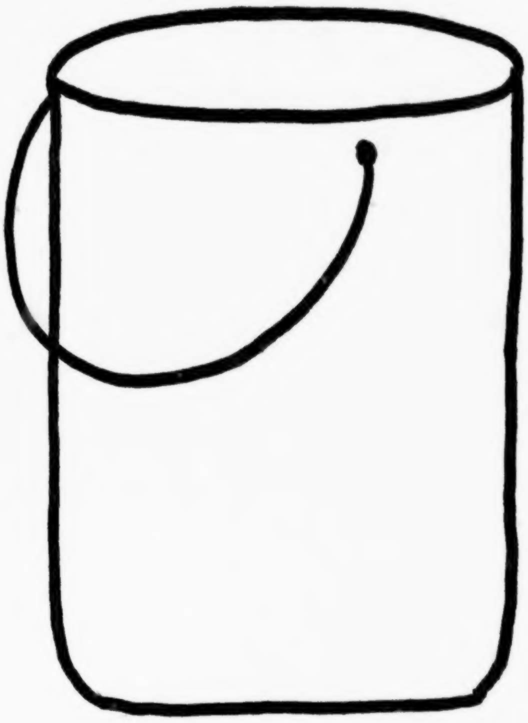
Son las 3 y tres cuartos
3:45

Medidas de líquidos

taza


pinta


cuartillo


galón

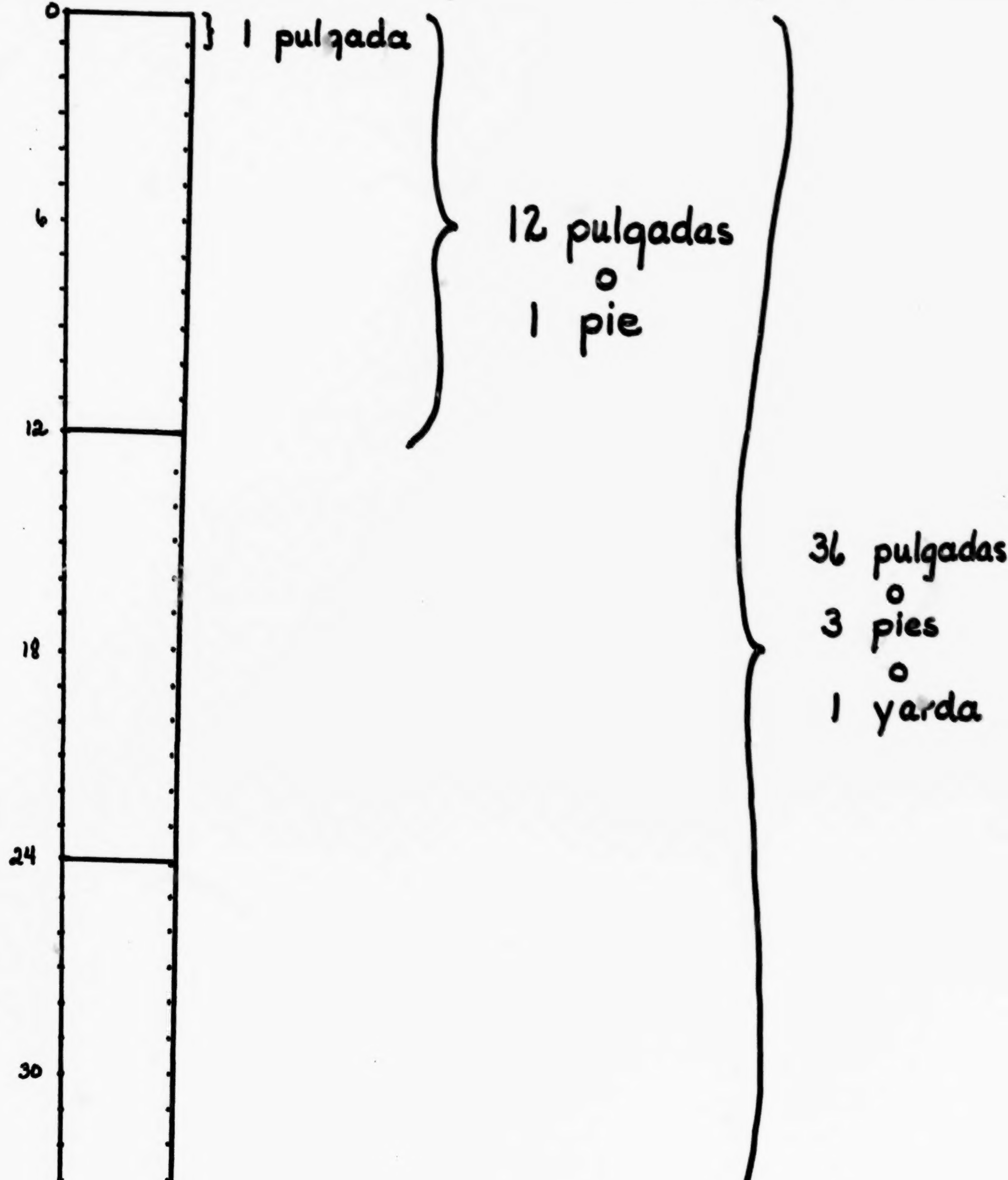
1 taza = ½ pinta

2 tazas = 1 pinta

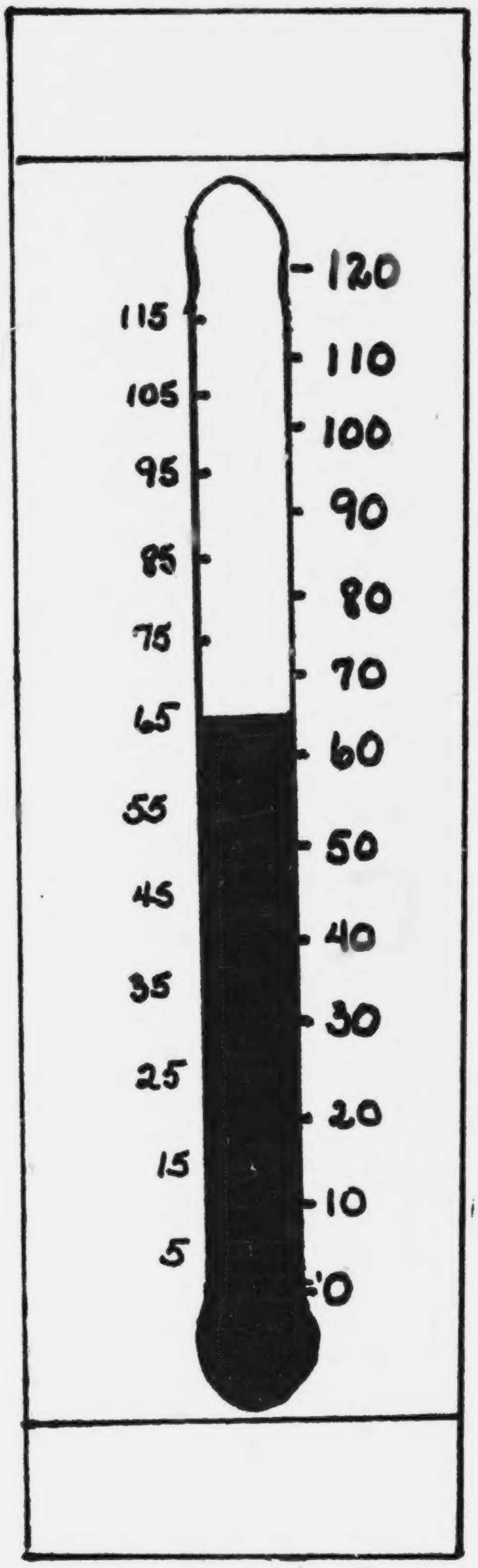
2 pintas = 1 cuartillo

4 cuartillos = 1 galón

Medidas - el concepto de longitud



Medida de temperatura



1 unidad de medida
se llama "grado"

Se escribe 1°

El termómetro

VOCABULARIO: CIENCIAS NATURALES

I. La naturaleza V-S-1

El aire V-S-1
El agua V-S-2
El sol V-S-3

II. El mundo V-S-4

El mundo físico V-S-4
El tiempo V-S-7
Puntos cardinales V-S-8

III. Las estaciones V-S-9

Las cuatro estaciones V-S-9
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Flores y frutas en cada estación V-S-14

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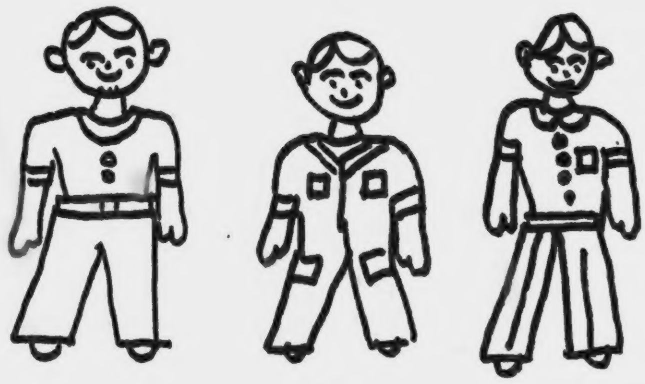
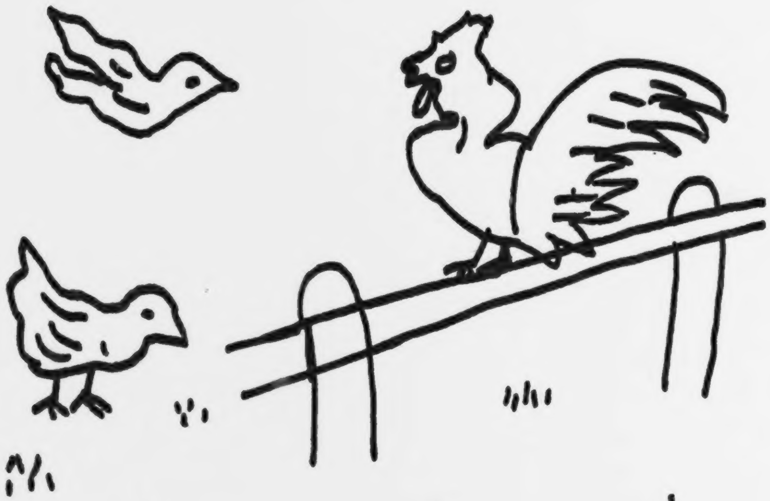
El ojo V-S-37

Colaboradores: Edelmira Sáenz
Antonia Hernández
Mary Rodríguez
María Elena Tagle

El Aire es necesario para la vida de:



Las Personas



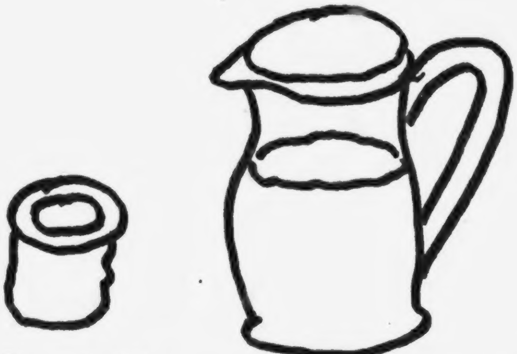
Los Animales

El Viento ayuda:

a jugar

a trabajar

El Agua

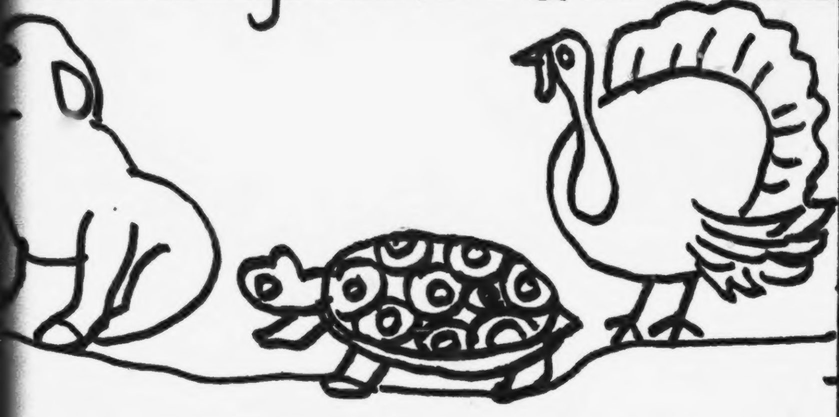


nos alimenta

nos limpia

os ayuda a lavar

nos refresca

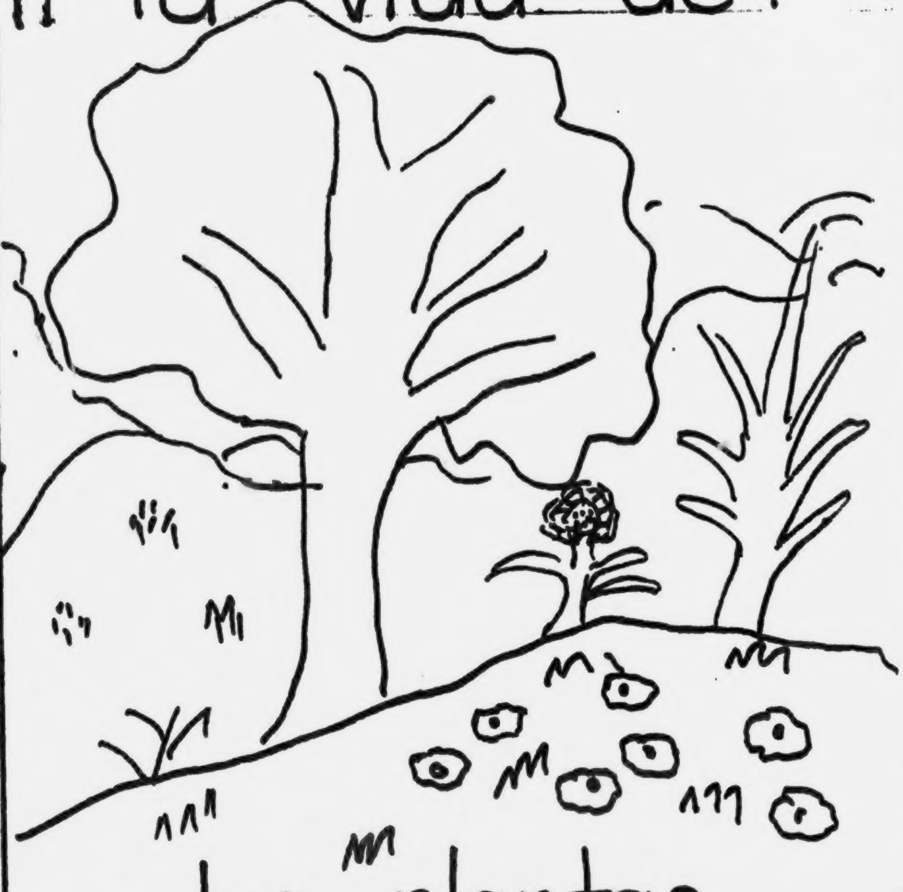


yuda a los animales

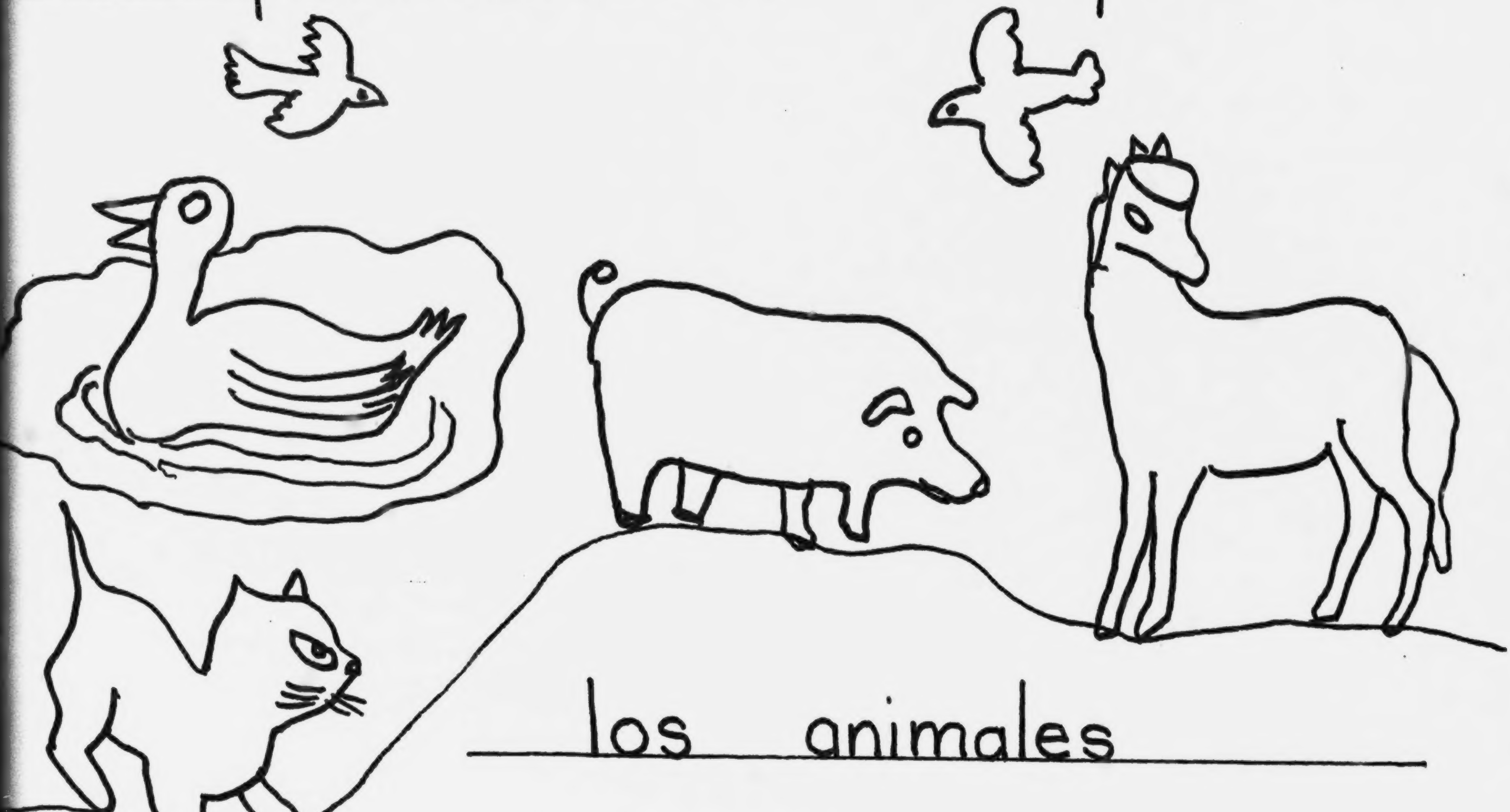
ayuda a las plantas

l Sol ayuda en la vida de:

las personas

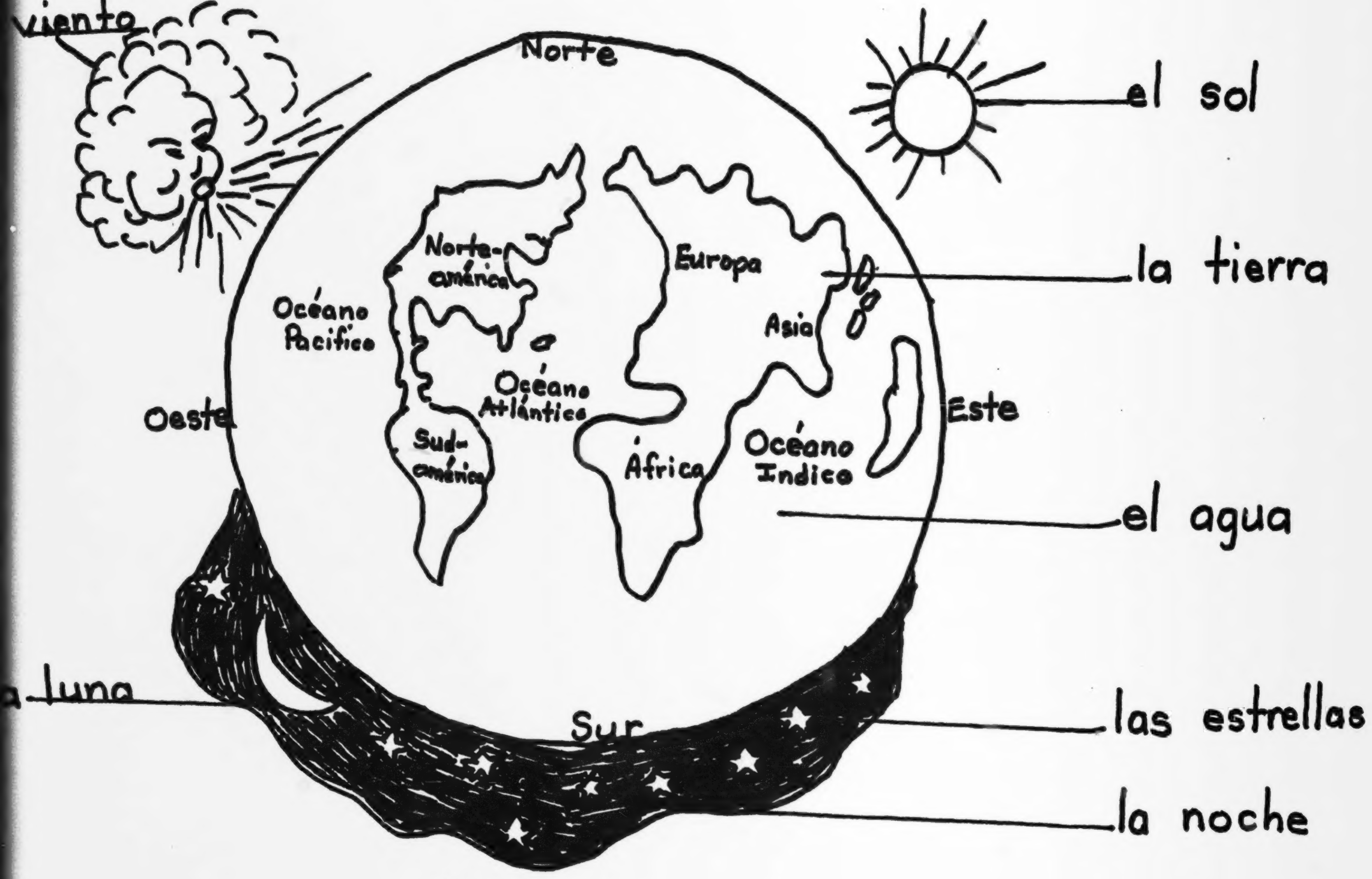


las plantas



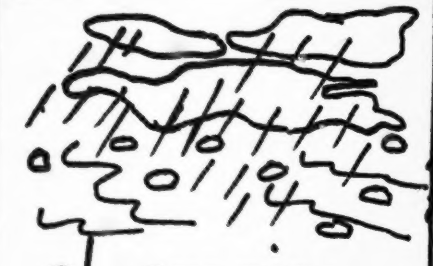
los animales

El Mundo



las nubes

la nieve

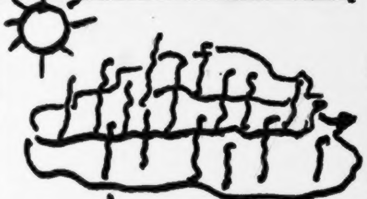

el granizo

el arco iris

la lluvia

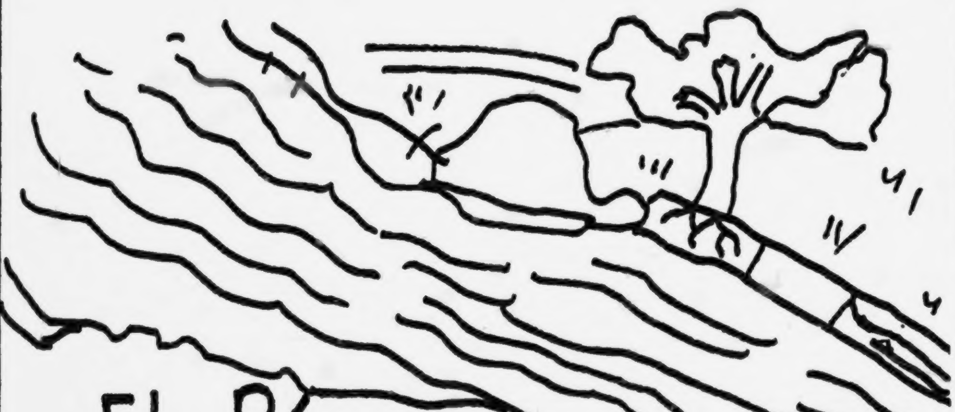
los relámpagos

los truenos

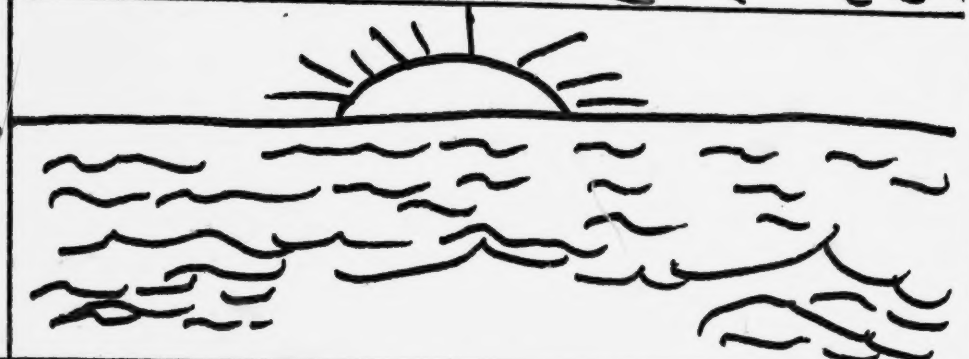

el vapor

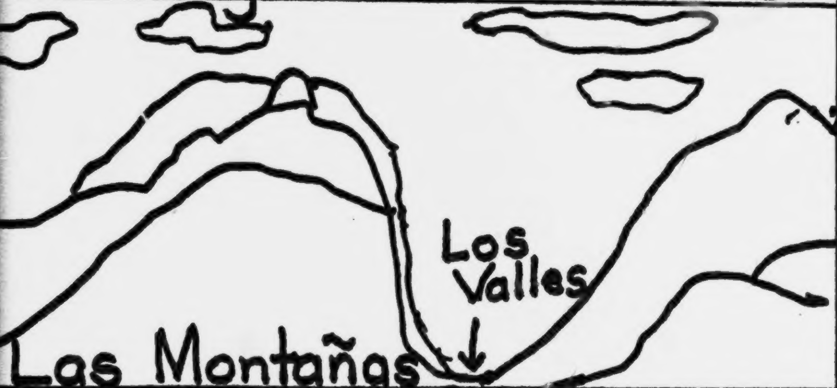
El Mundo tiene:

El Arroyo


El Río

El Lago




Los Valles

Las Montañas

El Desierto

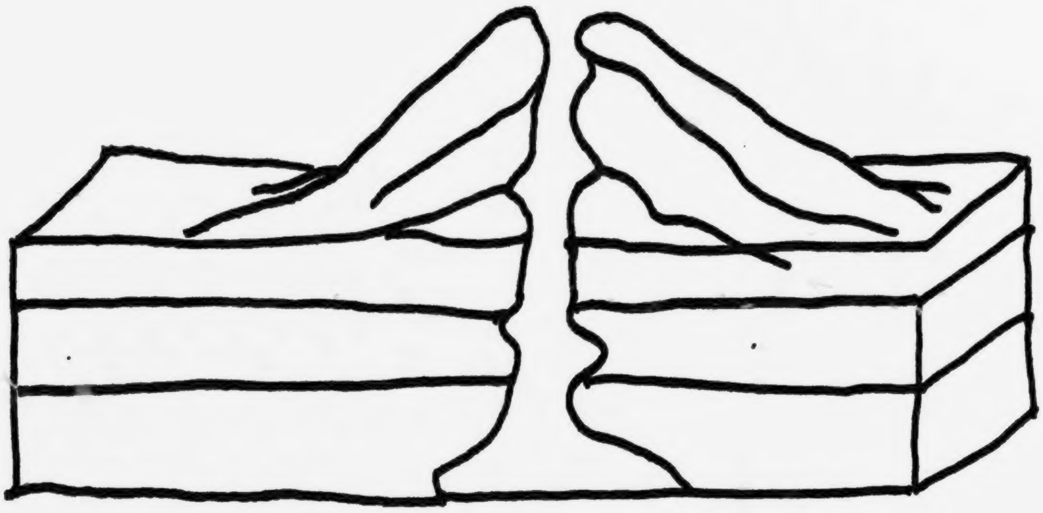
La Arena

La Tierra

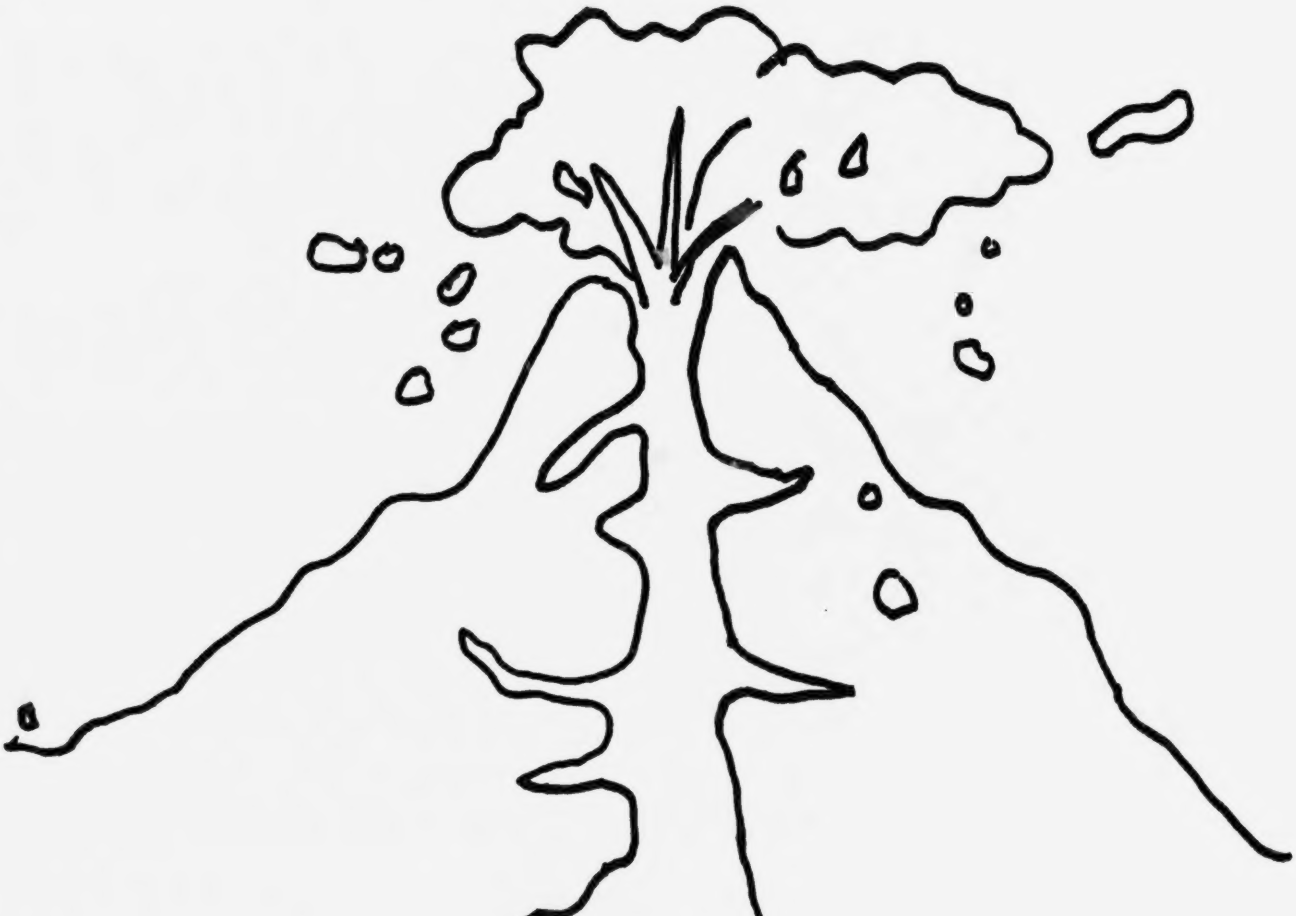
Las Piedras

La Llanada

Fallas Geológicas

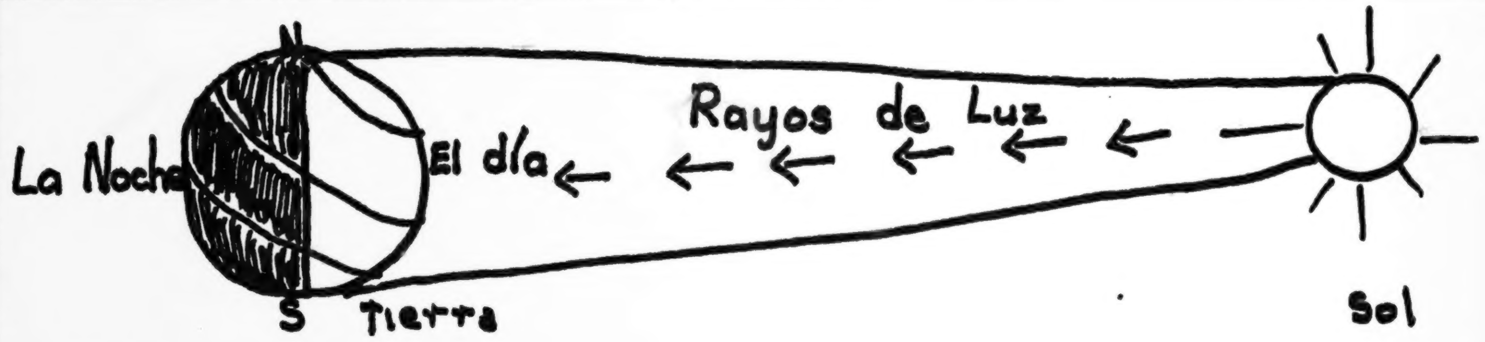


Temblor de tierra

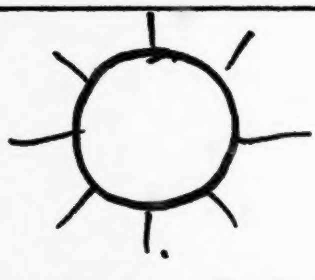


Volcán

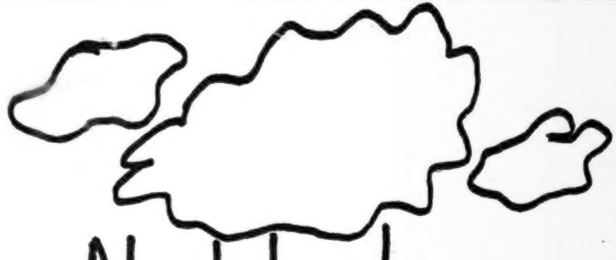
Conceptos del Mundo



Características que puede presentar el tiempo



Luminoso



Nublado

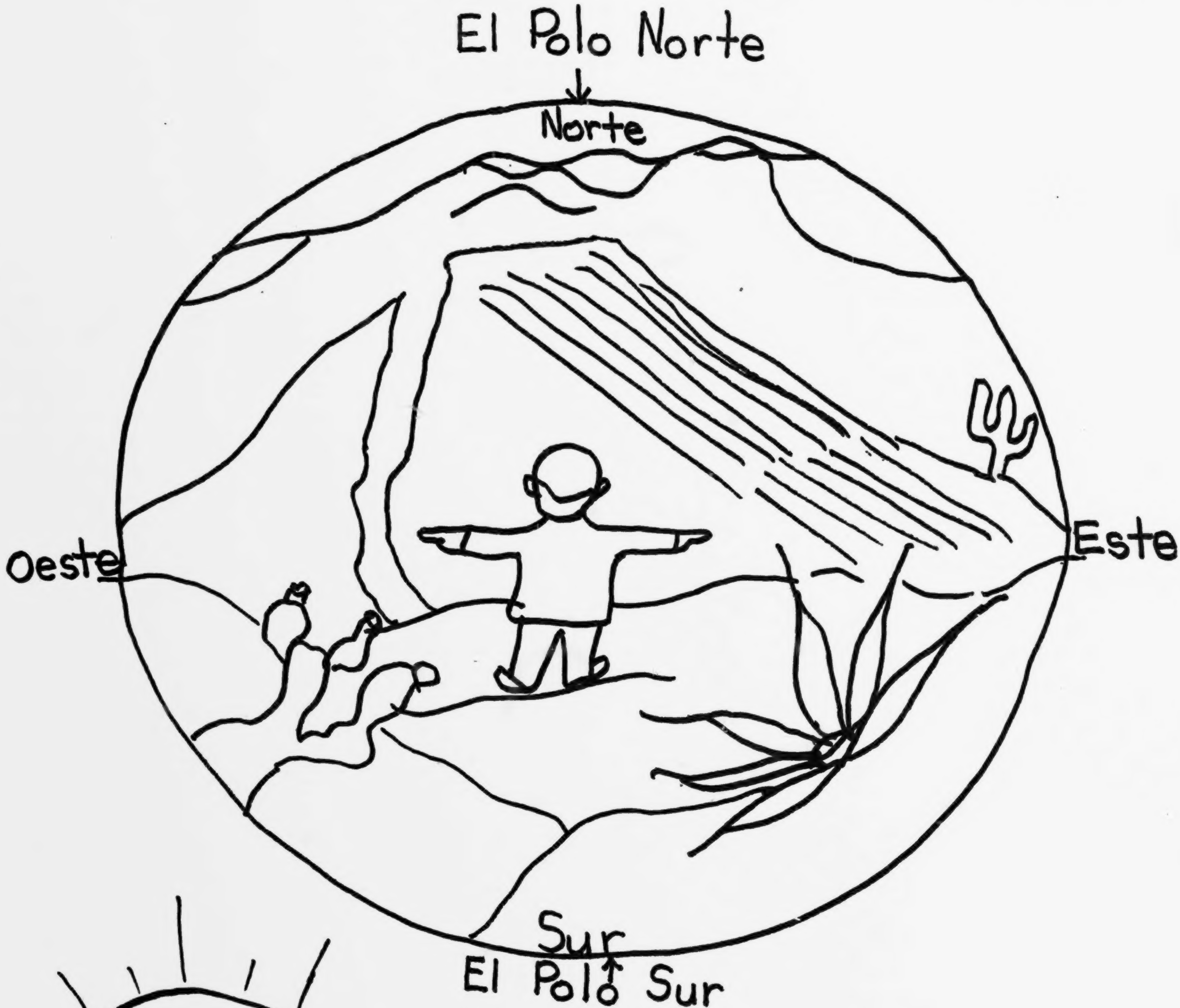
Lluvioso

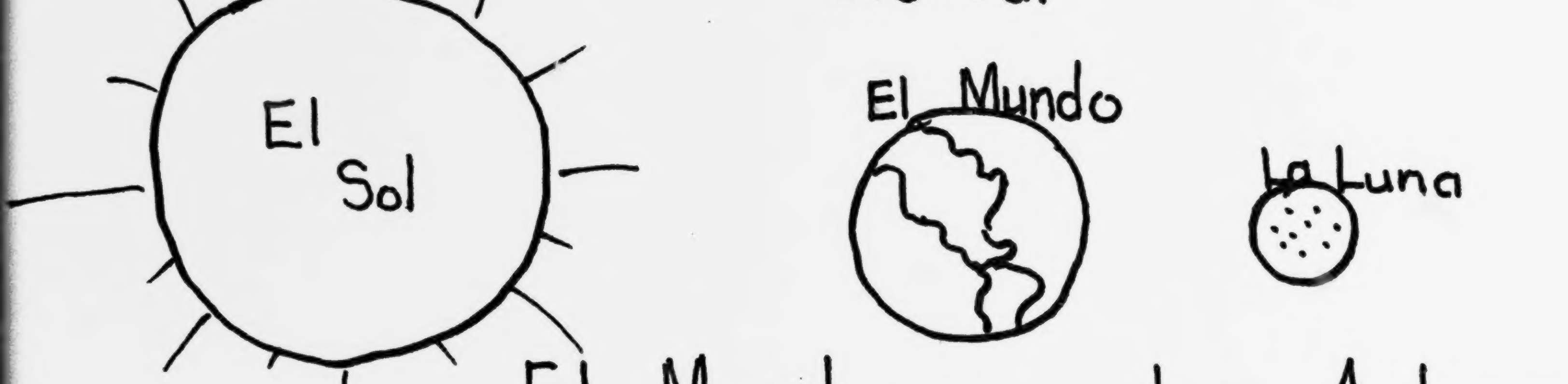
Tempestuoso

Con Viento

Frío

Dirección





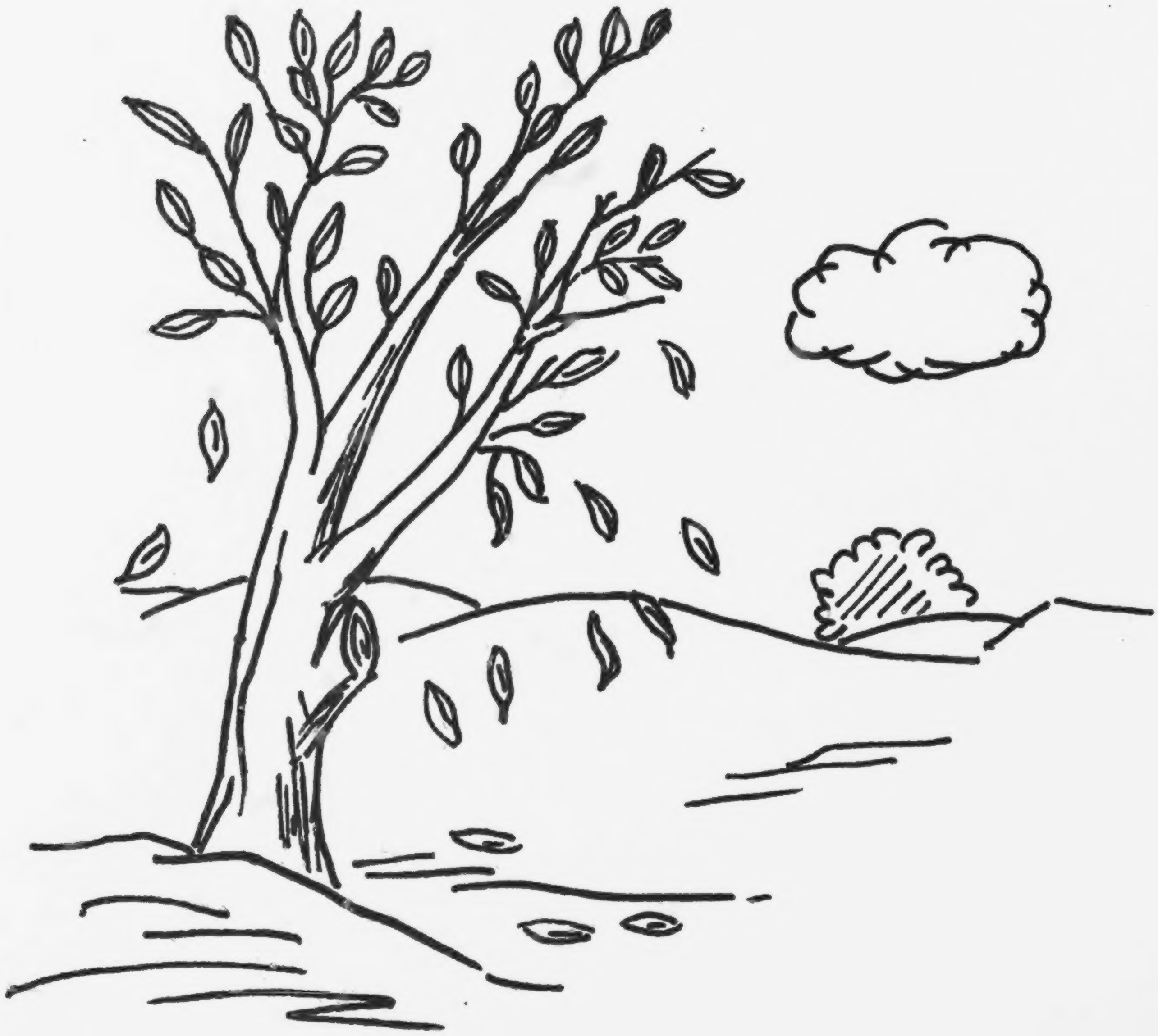
El Mundo y dos Astros

Cambios en la Naturaleza Cuando las Estaciones pasan; Cómo Debemos Vestirnos

La Primavera

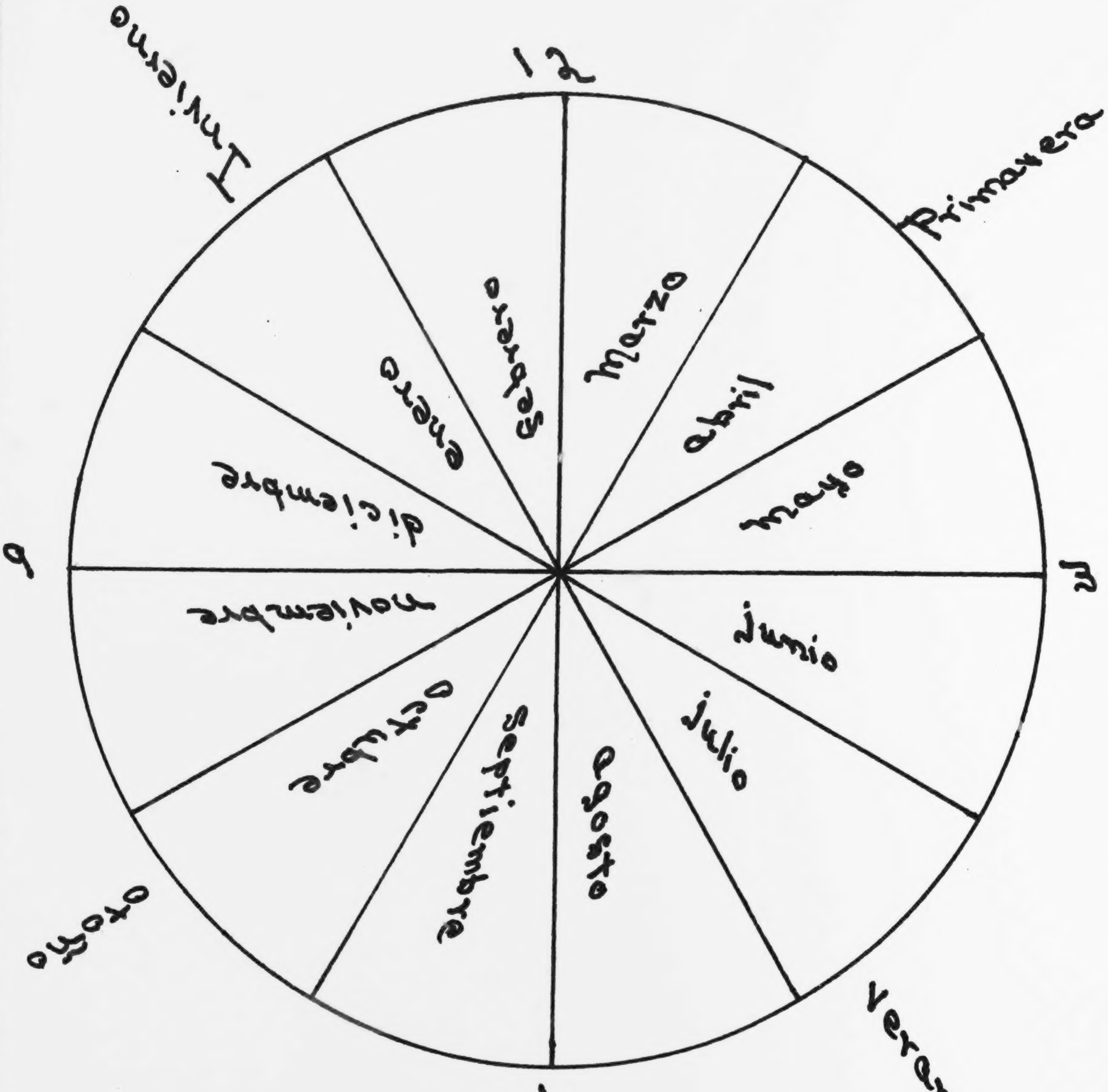
El Verano

El Otoño



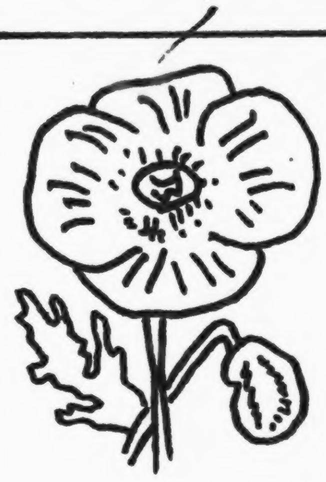
El Invierno

Círculo enseñando los meses que hay en cada estación del año



Nombres de flores y frutas de cada estación

La Primavera

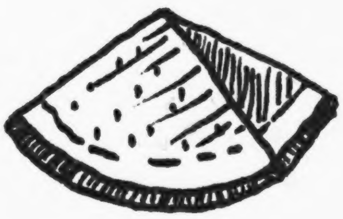


Amapola

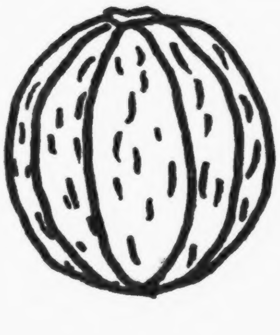
Rosa

Alcatraz

Chícharo



Sandía



Melón

Piña

Fresa

Flores y Frutas de Verano

Girasol

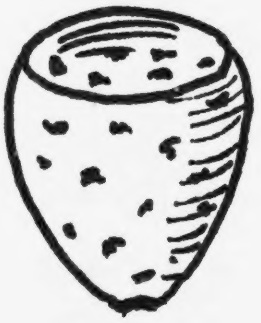
Lirio

Nardo

Durazno

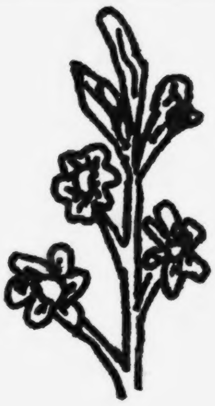
Higo

Mango


Tuna

Flores y Frutas de Otoño

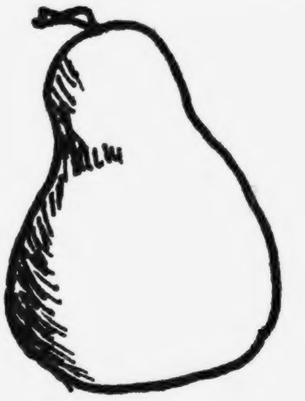
Clavel



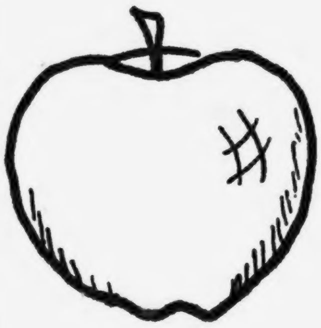
Gladiola

Crisantemo

Granada

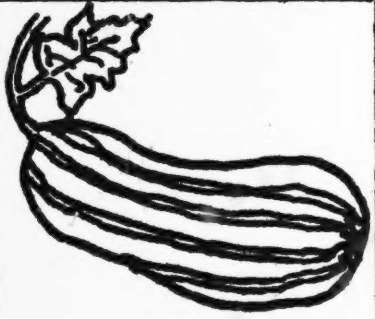


Pera



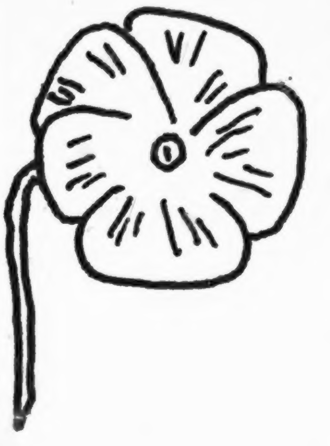
Manzana

Uva



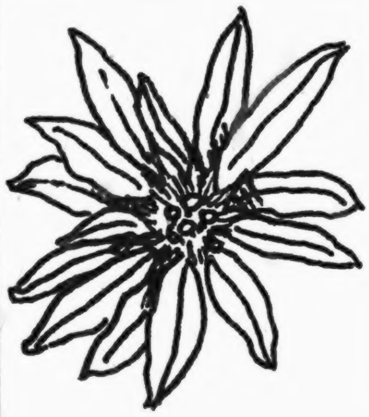
Calabaza

Flores y Frutas de Invierno



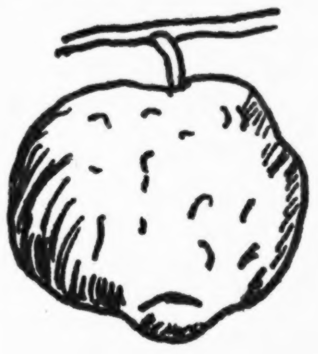
Pensamiento

Violeta

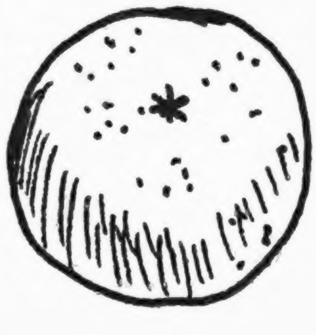


Nochebuena

Albelí



Lima

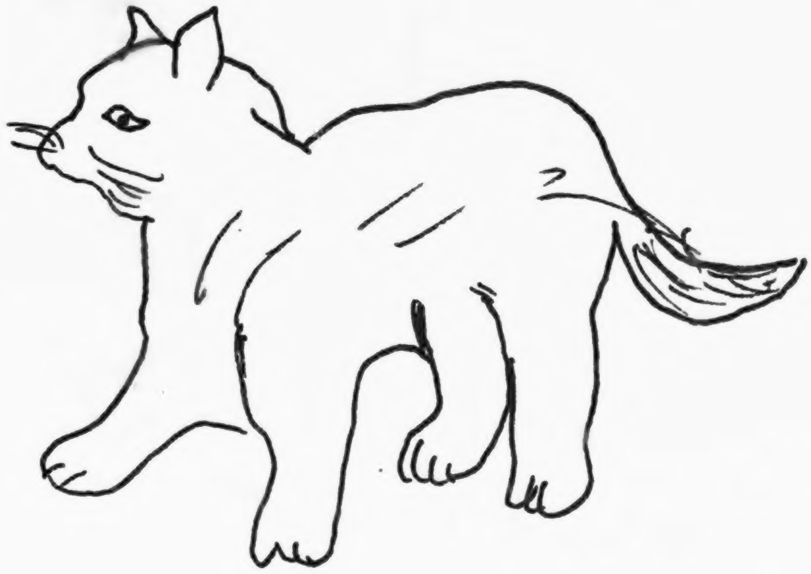


Naranja

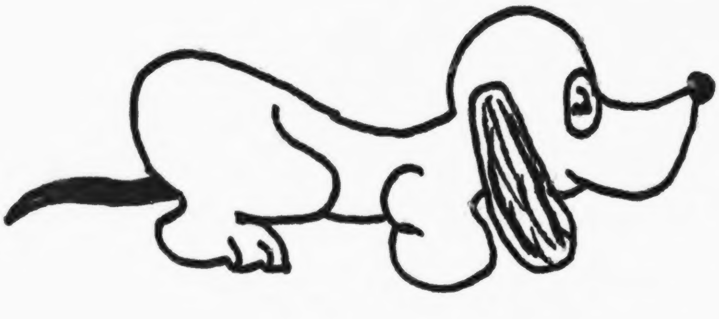
Cacahuate

Papaya

Animales Domésticos



El Gato

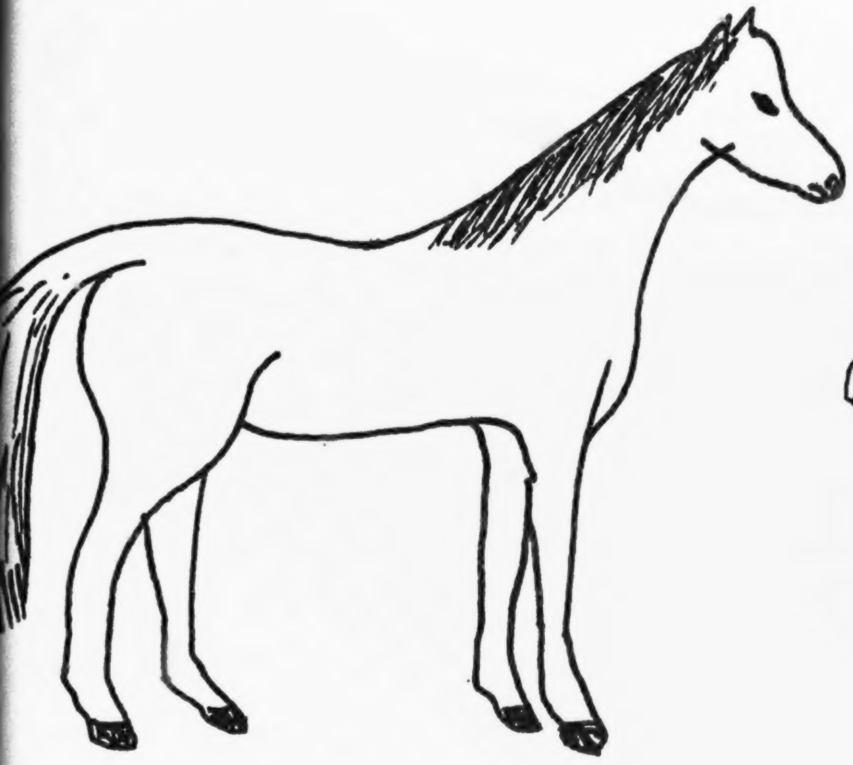


El Perro

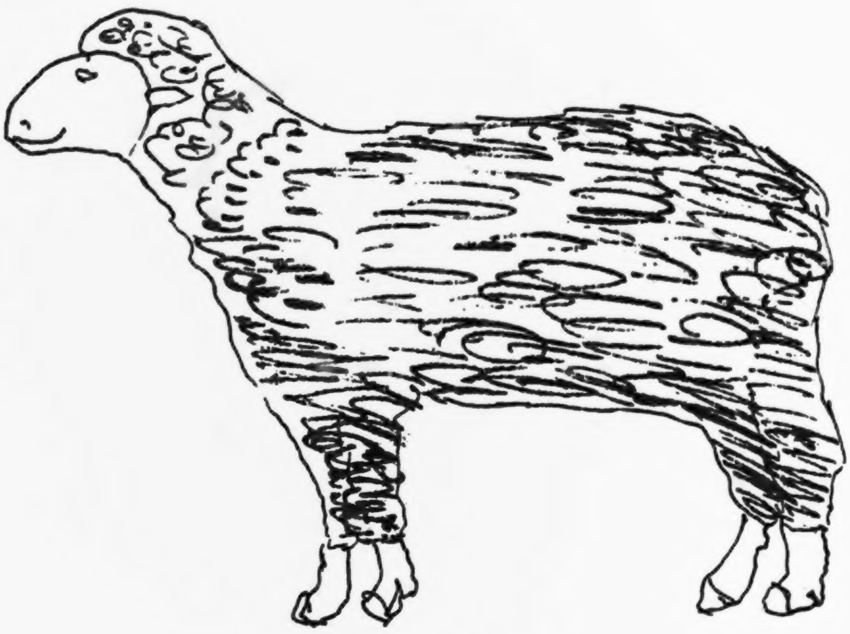
El Ratón

Animales Domésticos

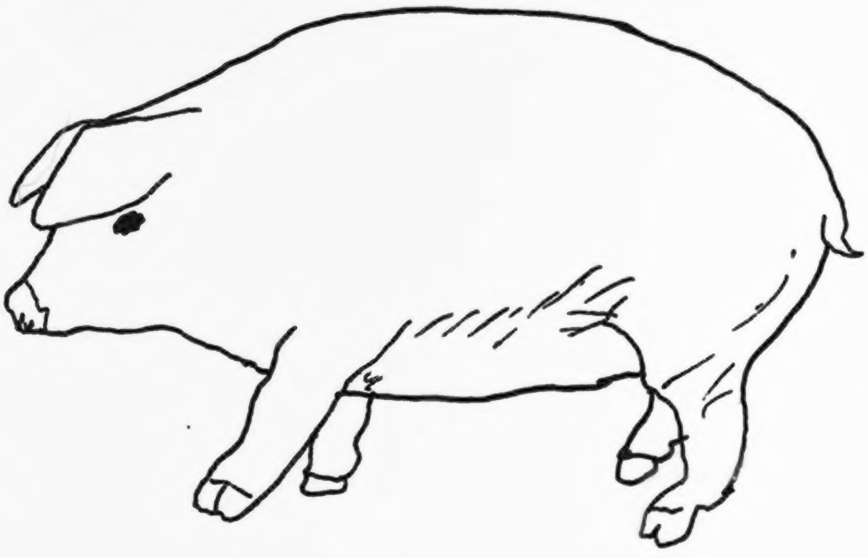
V-S-19



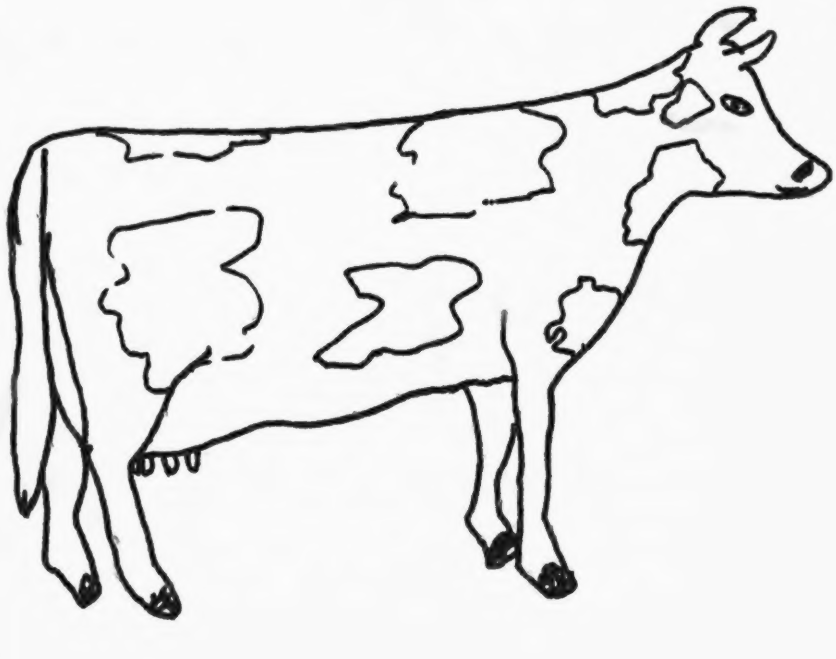
EL Caballo



EL Carnero

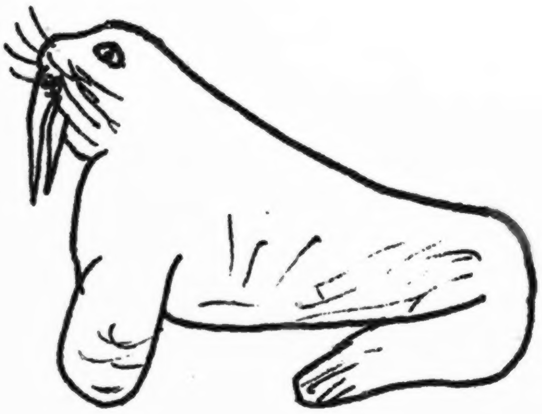


EL Cerdo

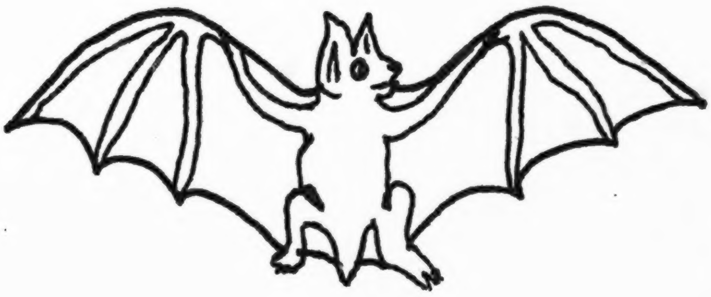


La Vaca

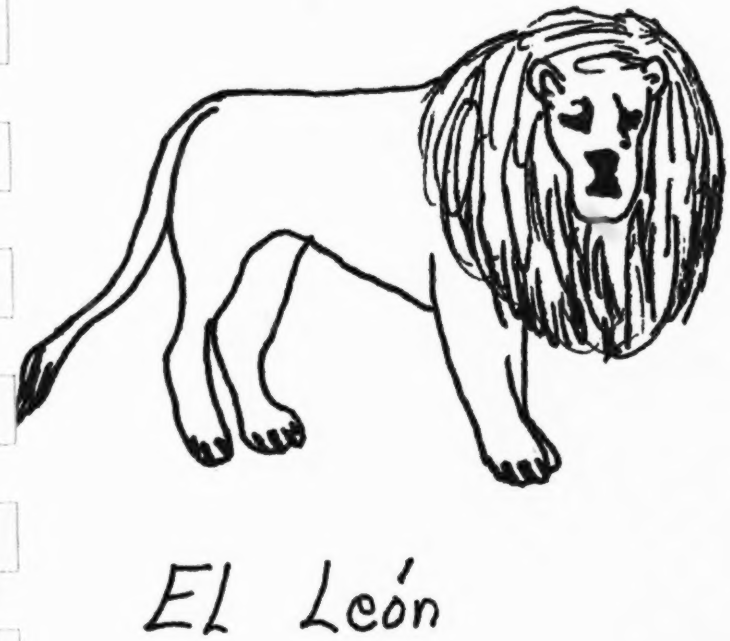
Mamíferos



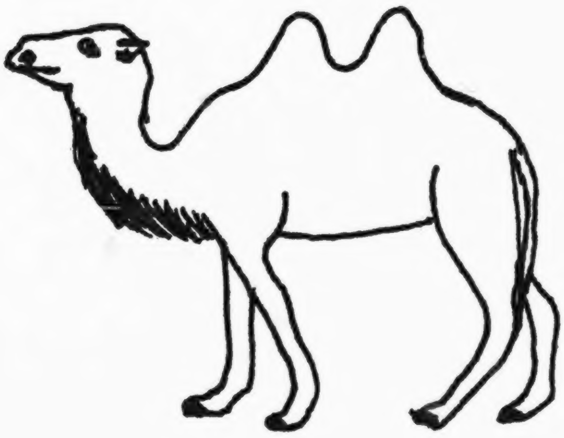
La Morsa



El Murciélago



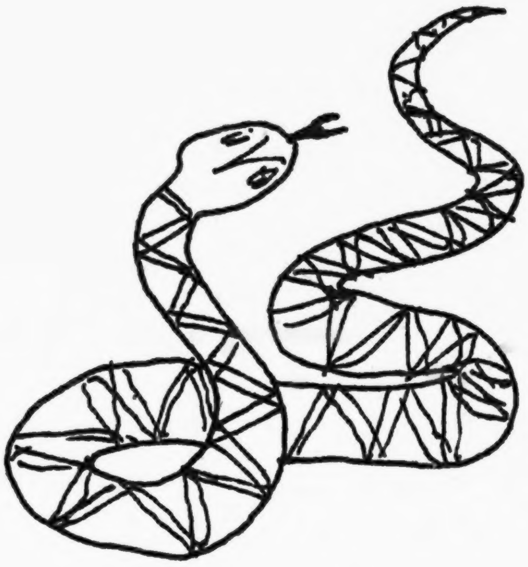
El León



El Camello

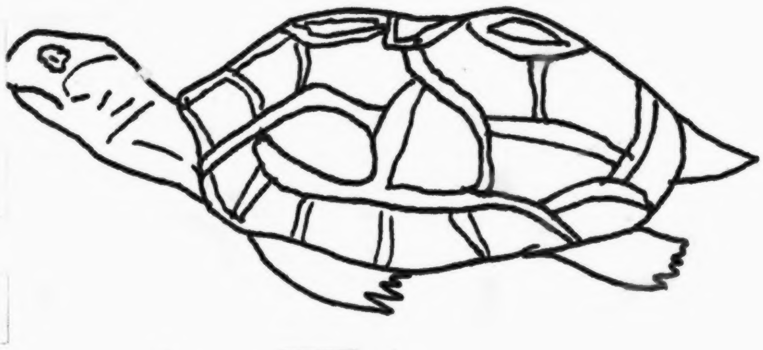
Reptiles

EL Cocodrilo



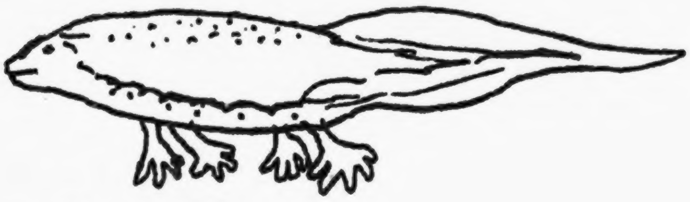
La Serpiente

La Lagartija



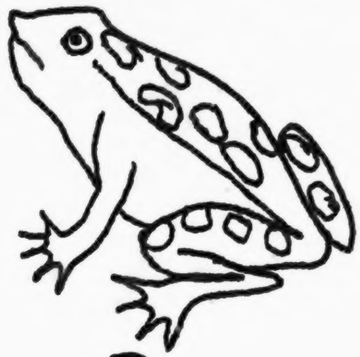
La Tortuga

Batracios

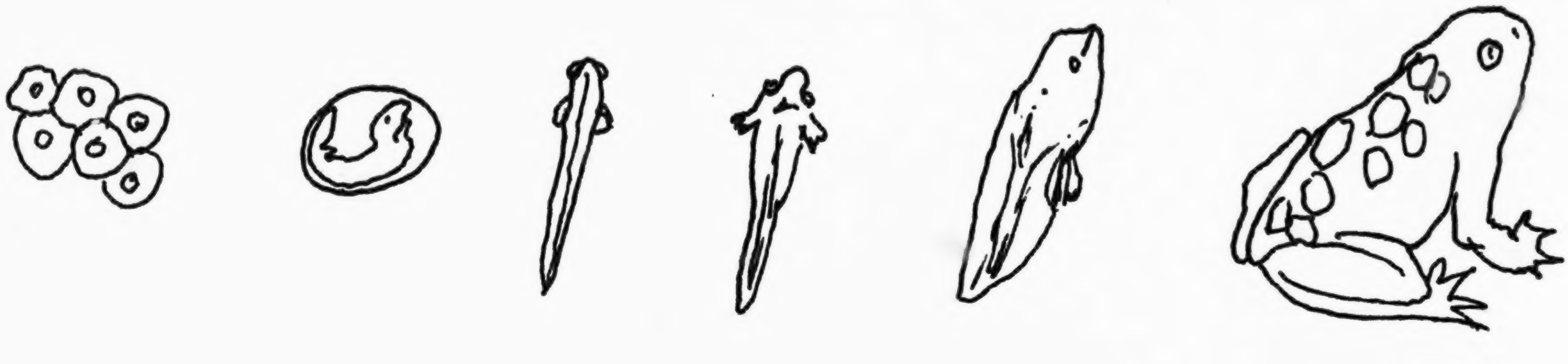


EL Tritón

EL Sapo



La Rana

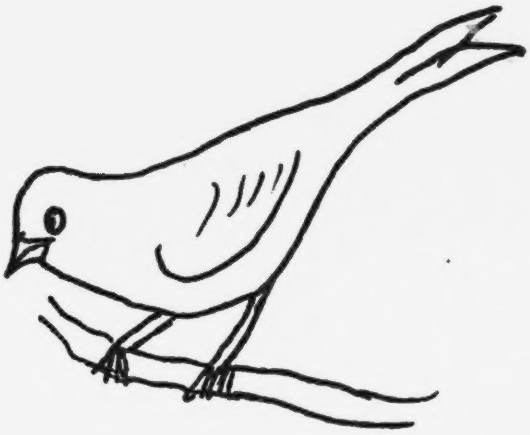


Metamorfosis de La rana

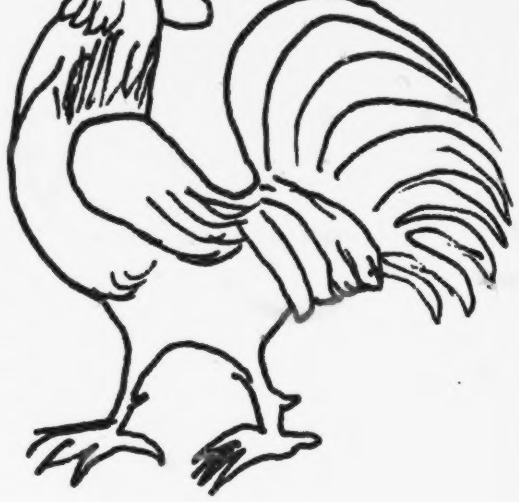
Aves

EL Guacamayo

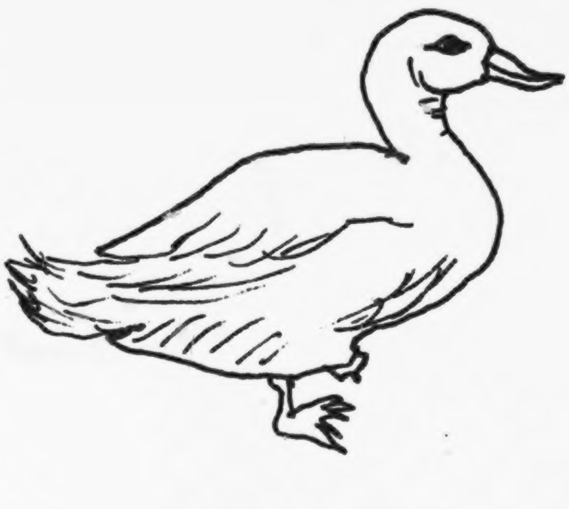
La Garza



EL Pájaro



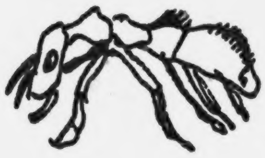
EL Gallo



EL Pato

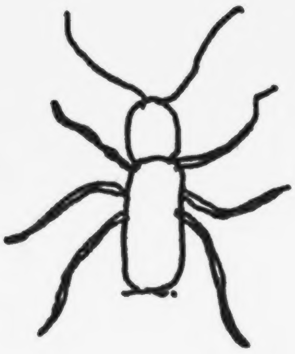
Animales Invertebrados

La Mariposa



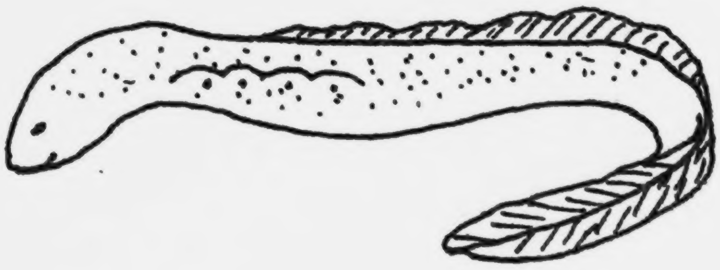
La Hormiga

La Avispa



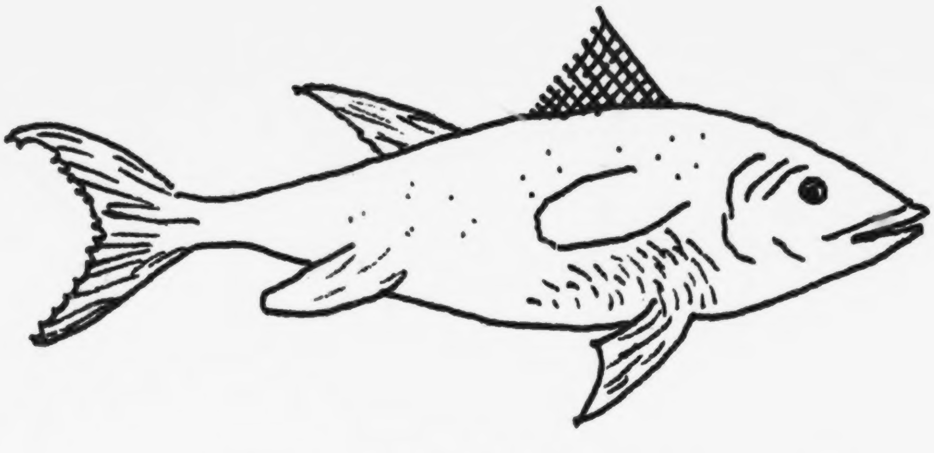
La Cucaracha

Peces



La Lamprea

El Tiburón



El Atún

Partes De La Planta

Fruto

Flor

Hoja

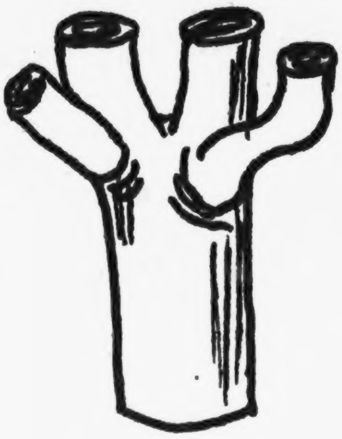
Tallo

Raíz

Clases de Tallos

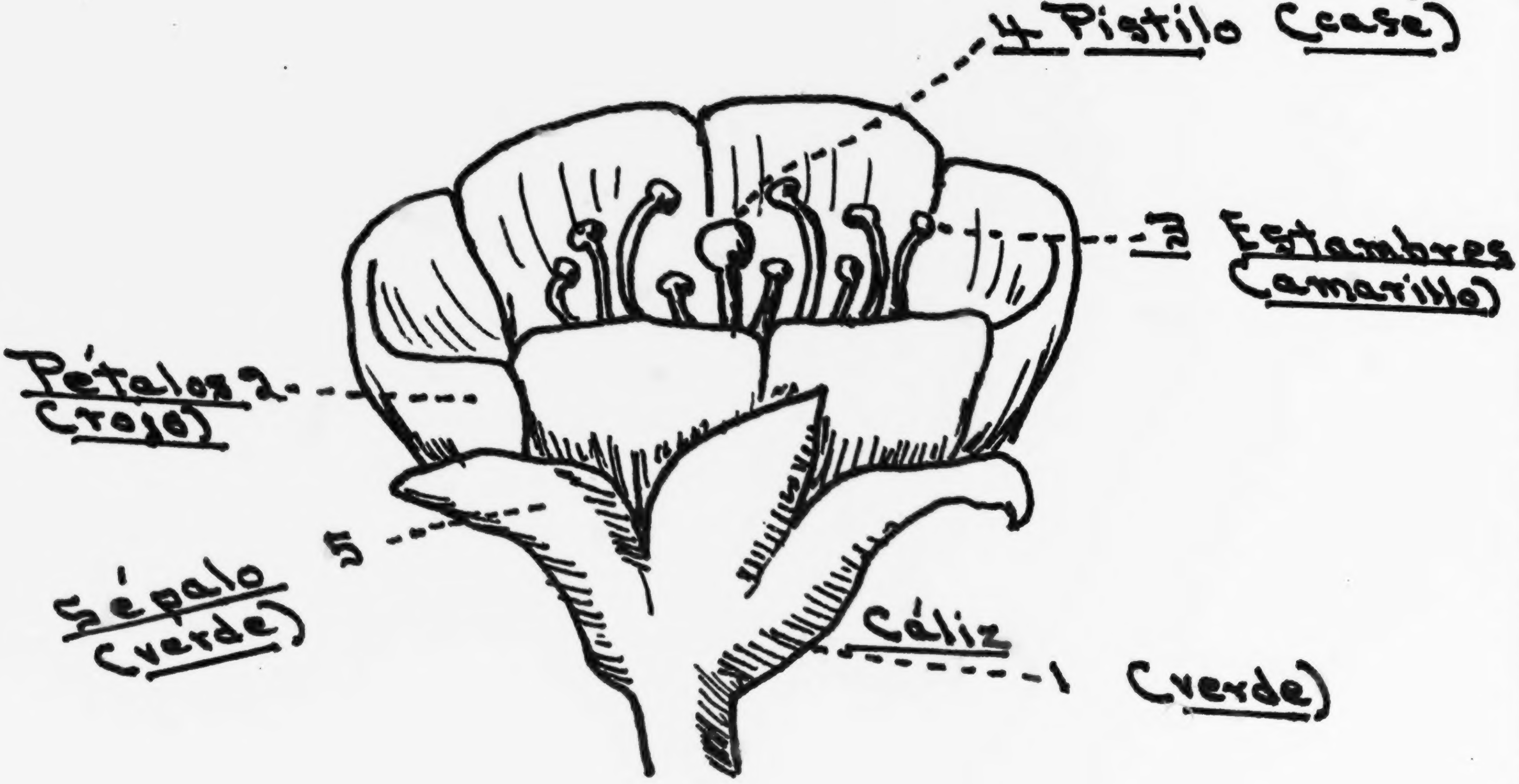
Estirpe

Caña

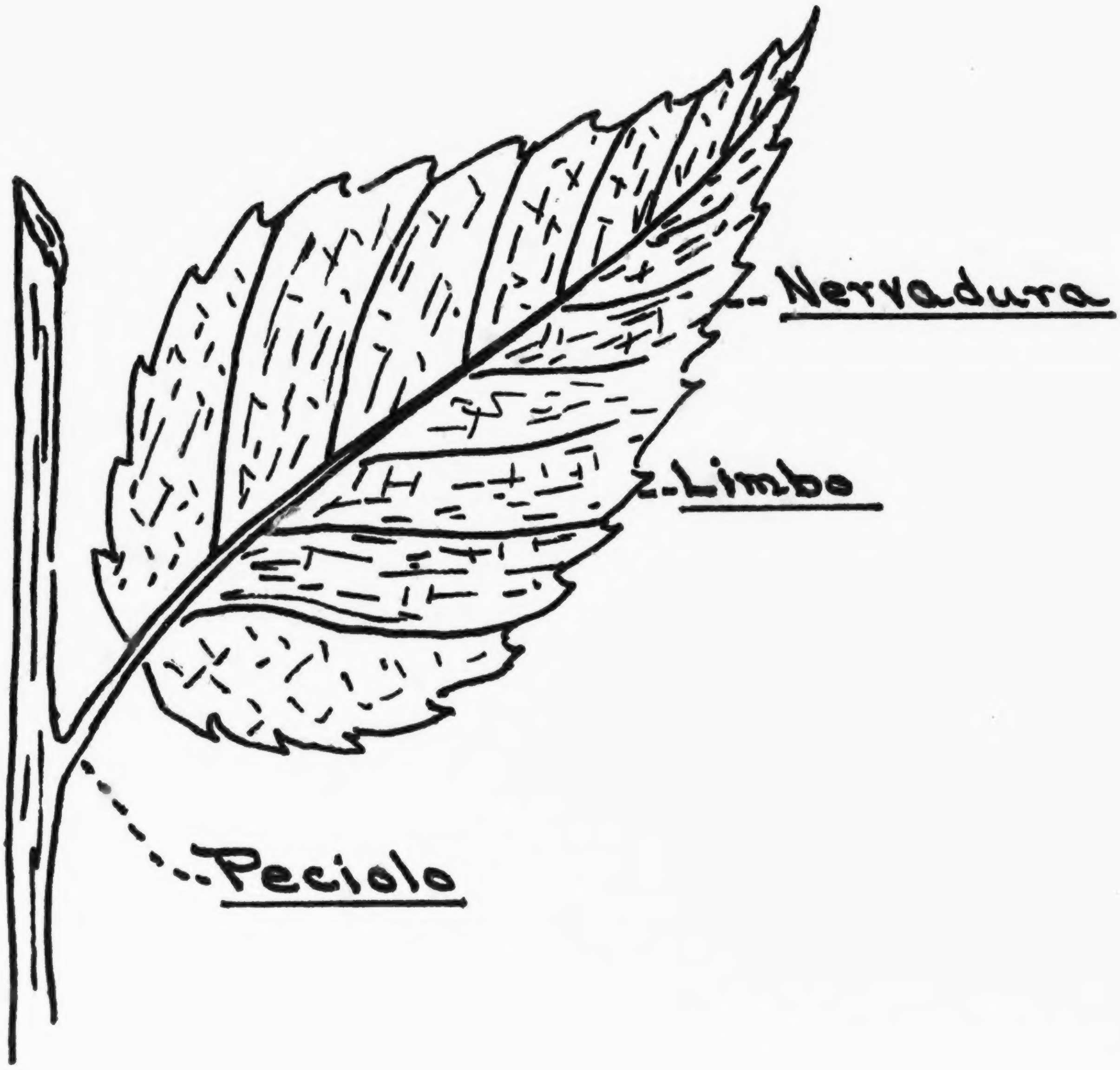


Tronco

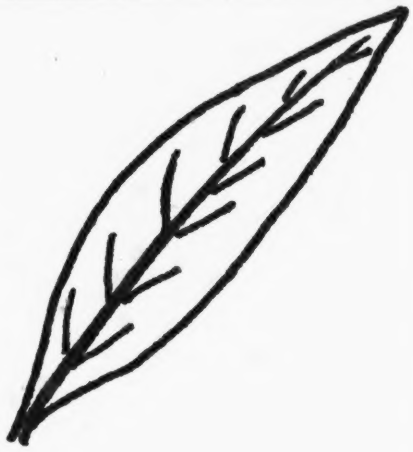
Estudio de La Flor

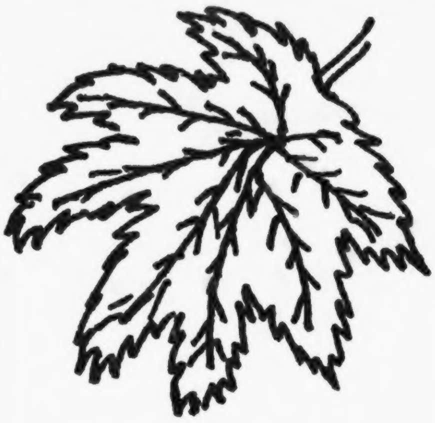


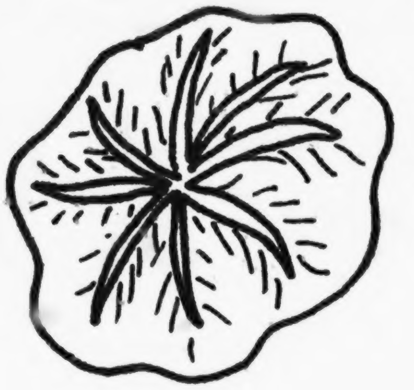
Estudio de La Hoja

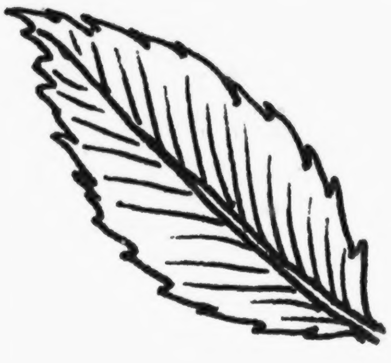


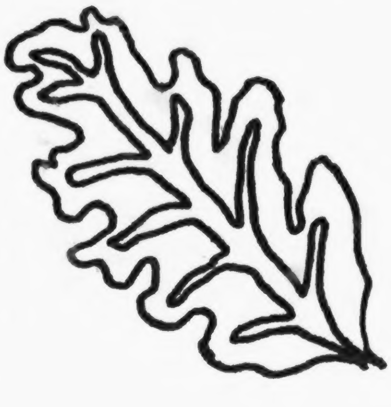
Hojas por su Forma

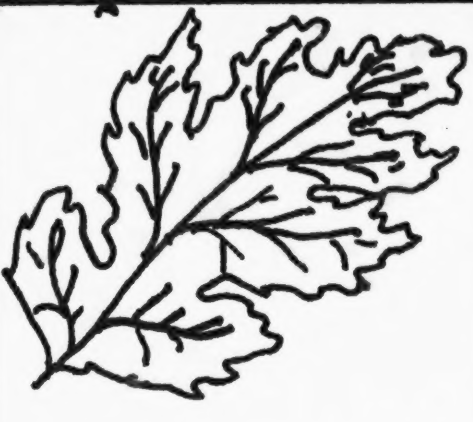

Lanceolada


Palmeada

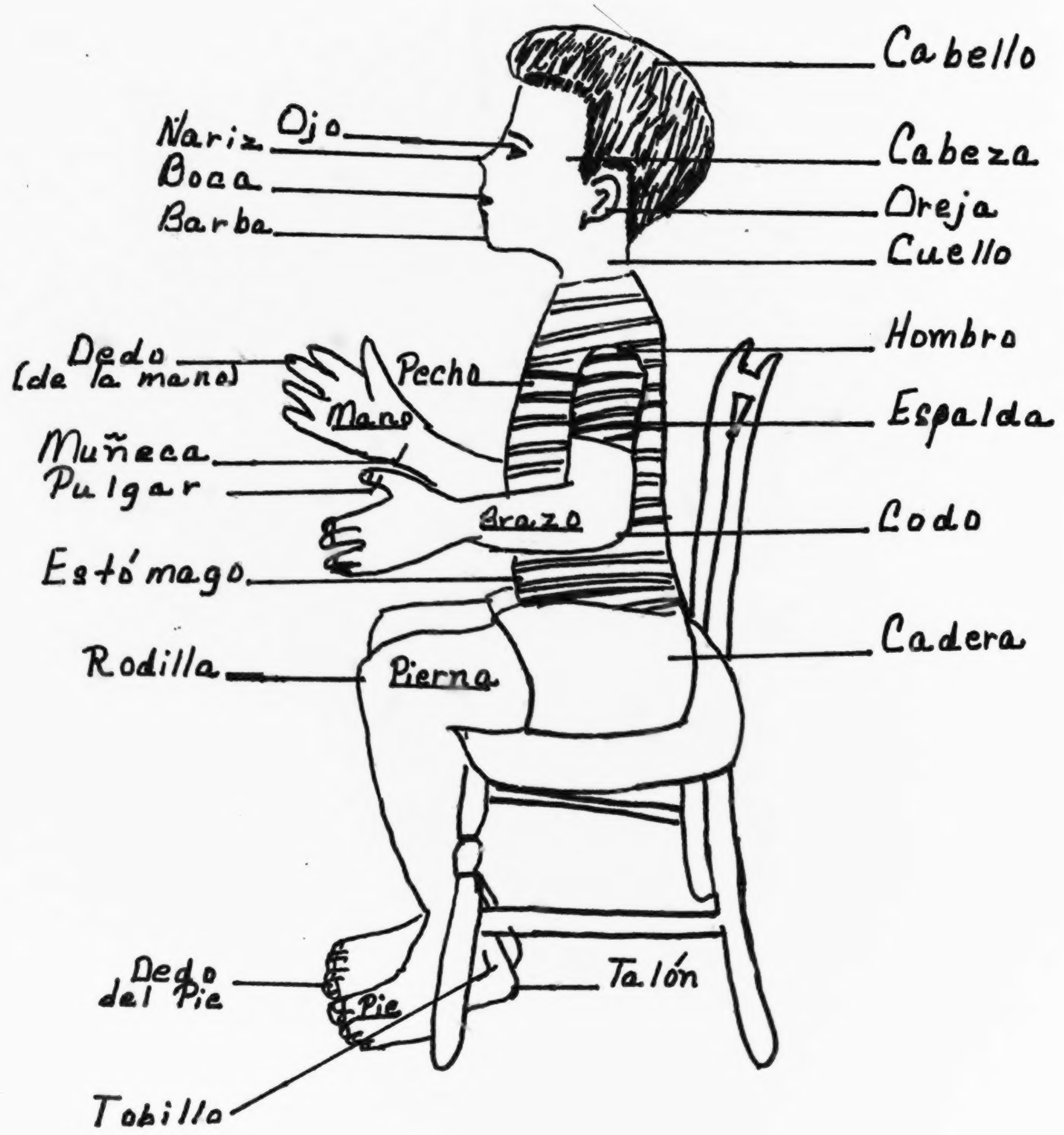

Hoja Redonda


Hoja Dentada

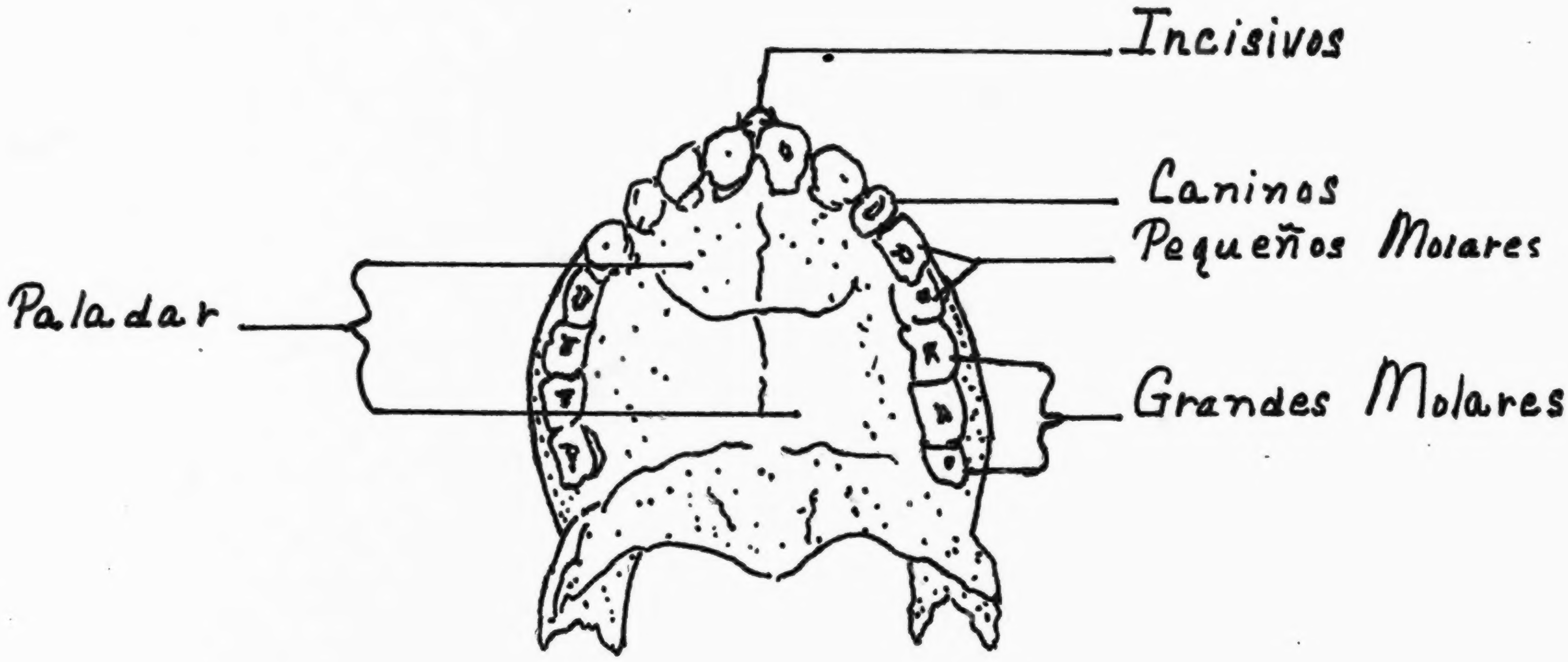

Hoja Lobulada


Hoja Partida

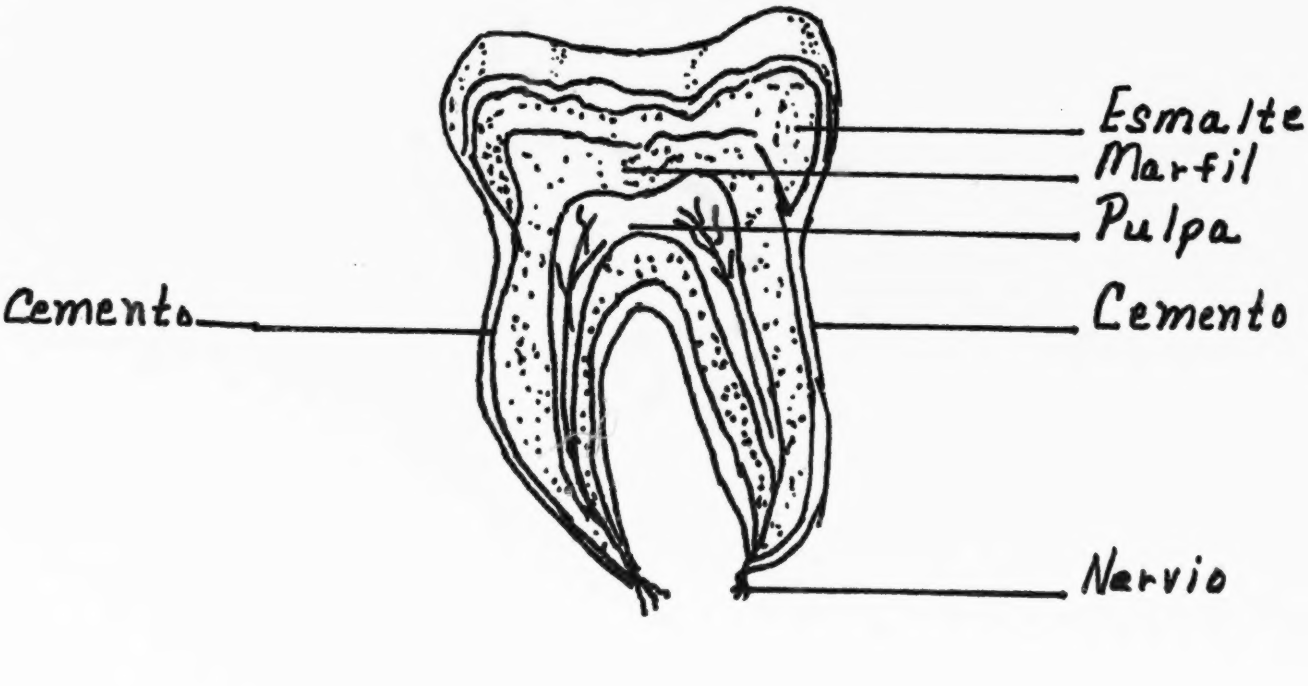
El Cuerpo Humano



Los Dientes



Corte de una Muela



Cuidado del Cuerpo Humano

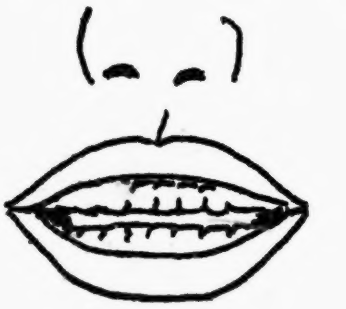
El baño diario

El sueño higiénico

Aseo de las uñas

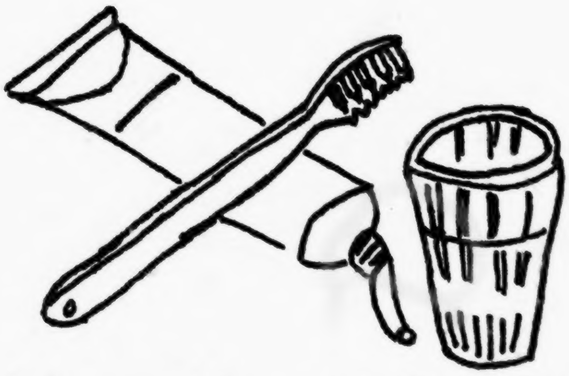
Aseo de los pies

El Cuidado de la Boca

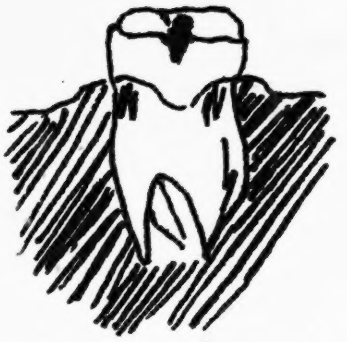


Los dientes

Se lavan los dientes



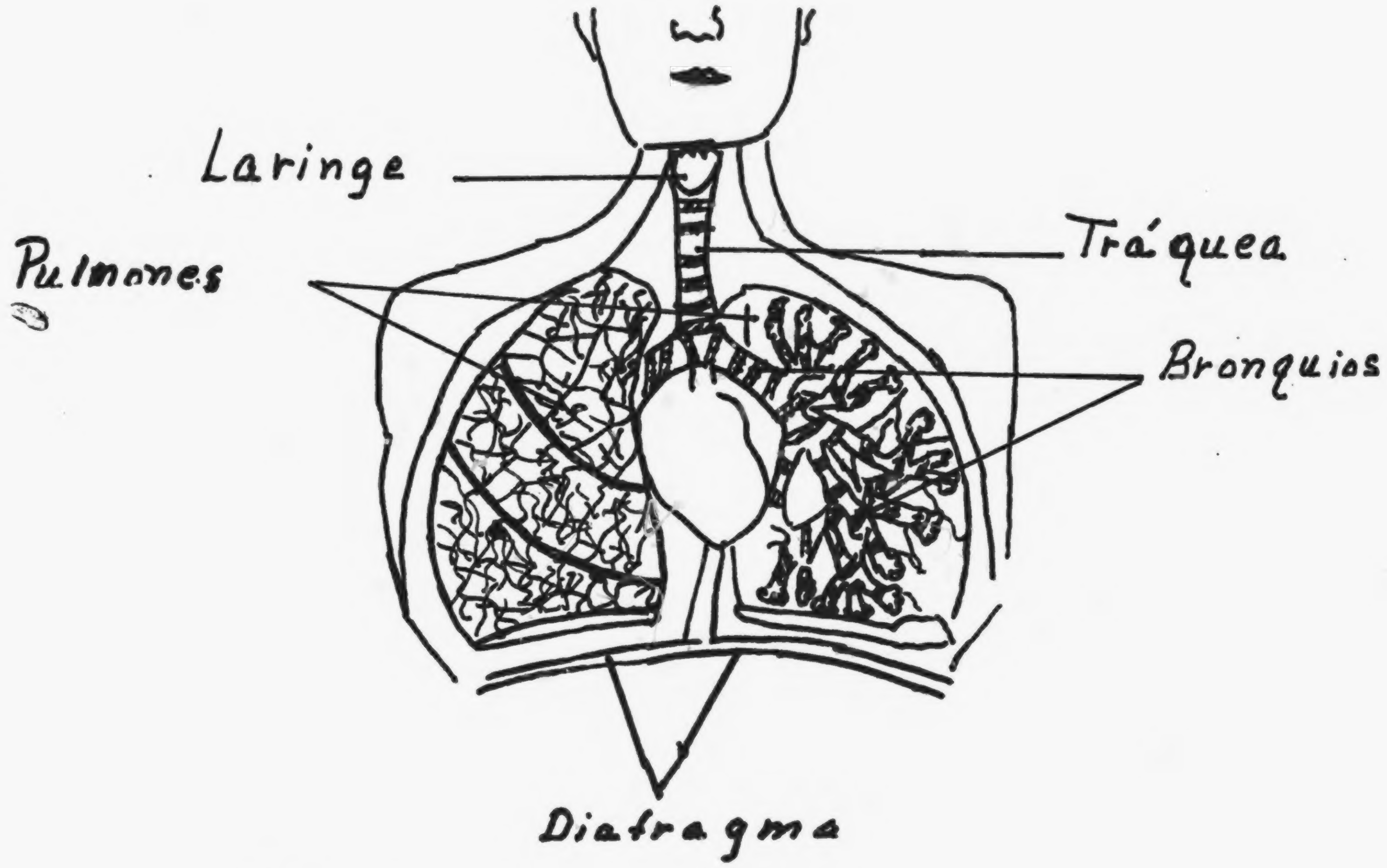
Utensilios individuales para
el aseo de la boca

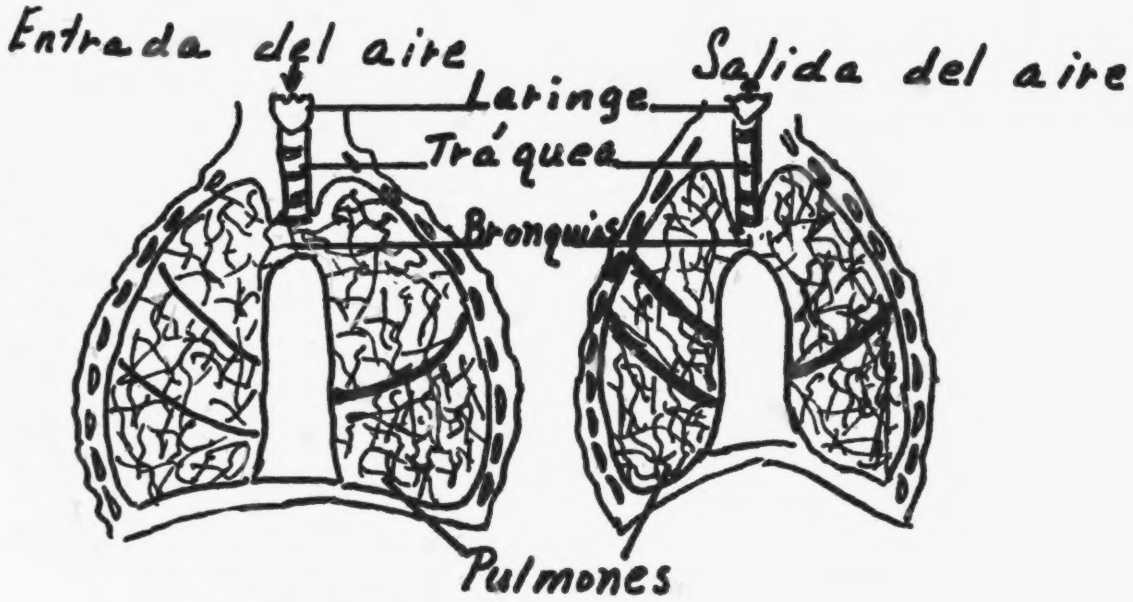


Muela enferma

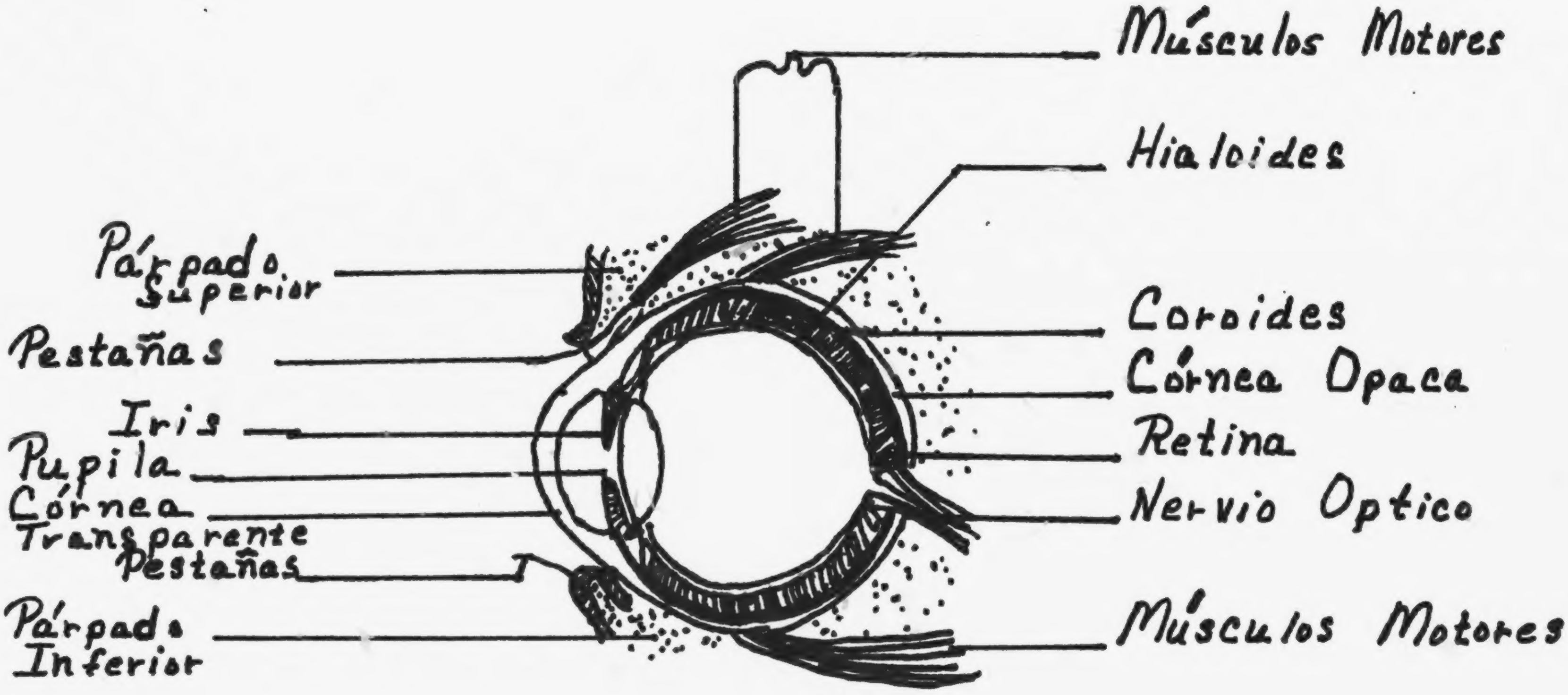
Muela sana

La Respiración





El Ojo


Músculos Motores
Hialoides
Párpado Superior
Pestañas
Coroides
Córnea Opaca
Iris
Retina
Pupila
Nervio Optico
Córnea Transparente
Pestañas
Párpado Inferior
Músculos Motores

VOCABULARIO: LENGUAJE

I. Los colores V-LA-1

II. Los días de la semana V-LA-2

III. La escuela V-LA-3

IV. El tiempo V-LA-6

V. Juguetes V-LA-7

VI. Lugares adonde vamos V-LA-10

VII. Vamos a V-LA-12

VIII. Utiles de aseo V-LA-18

IX. Muebles de la casa V-LA-20

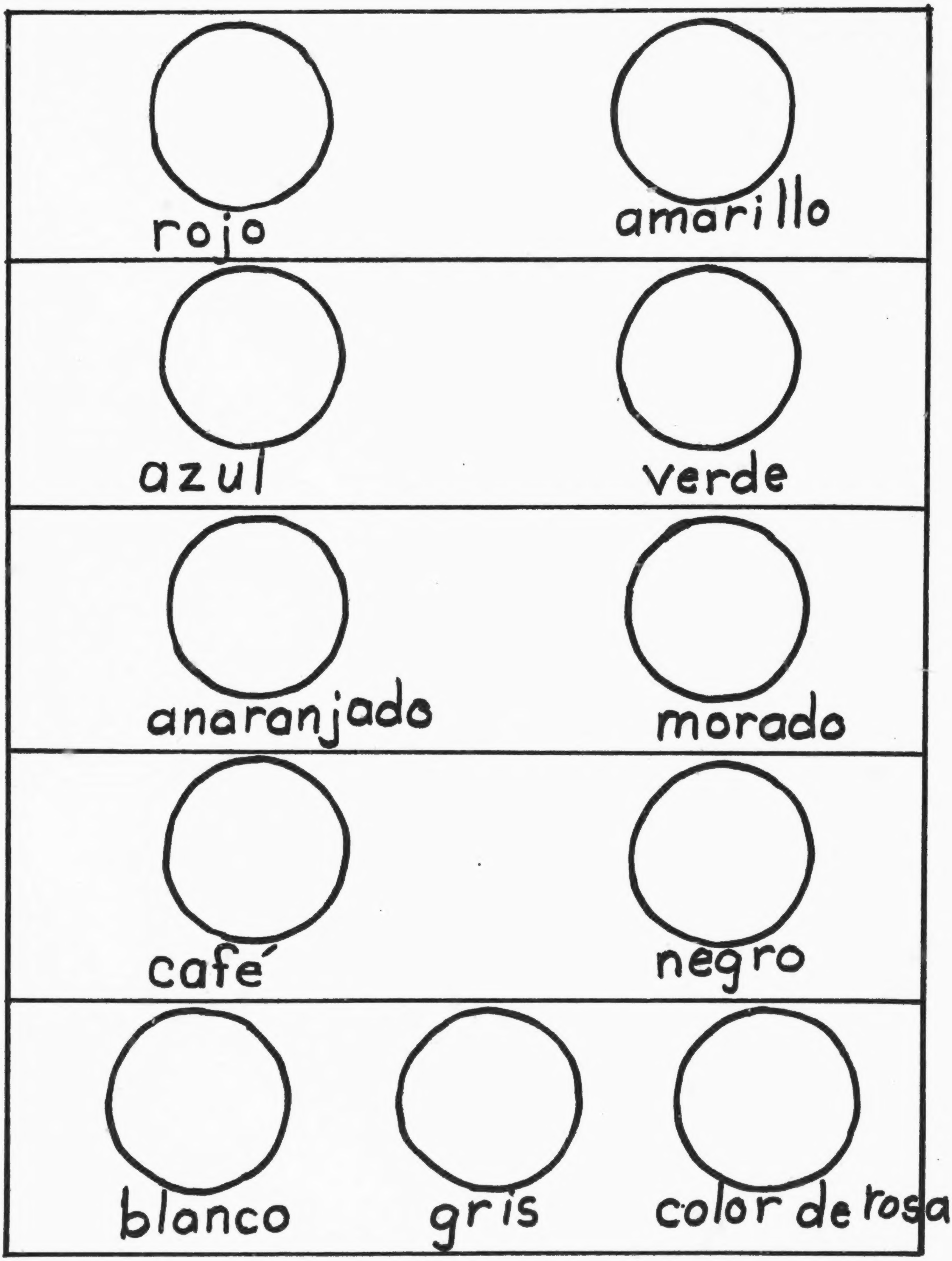
X. Utensilios V-LA-28

XI. Transportación V-LA-37

Colaboradores: Lola Estrada
Rosalinda Benavides
Ruth Garza
Lucila Valenzuela

V-LA-1

Los Colores



Los Días De La Semana

V-LA-2

domingo

lunes

martes

miércoles

jueves

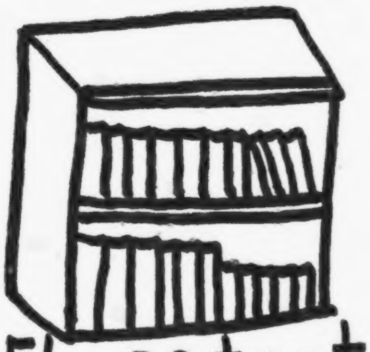
Viernes

sábado

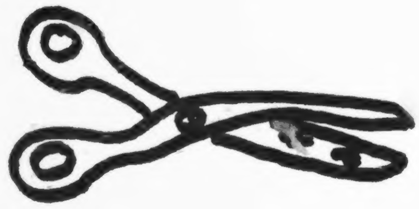
La Escuela

V-LA-3

El cesto



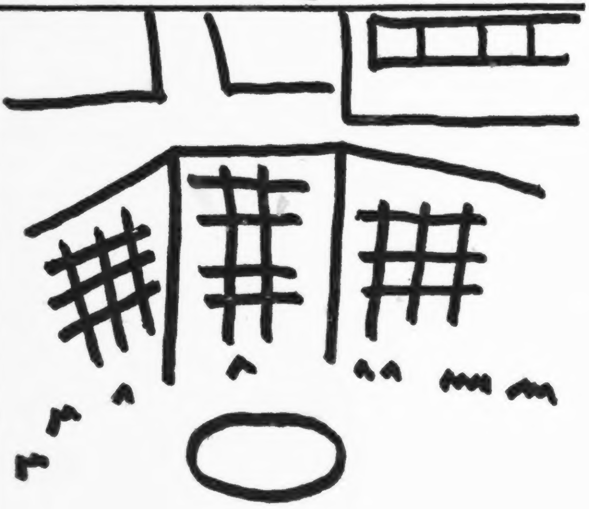
El estante para libros



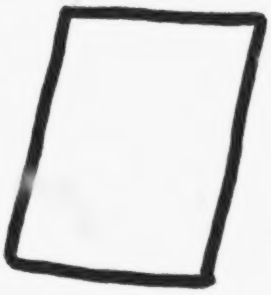
Las tijeras

El tintero

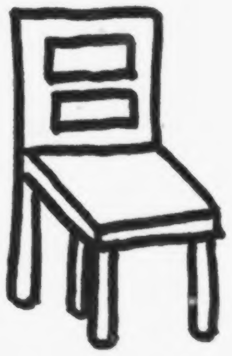
El pupitre



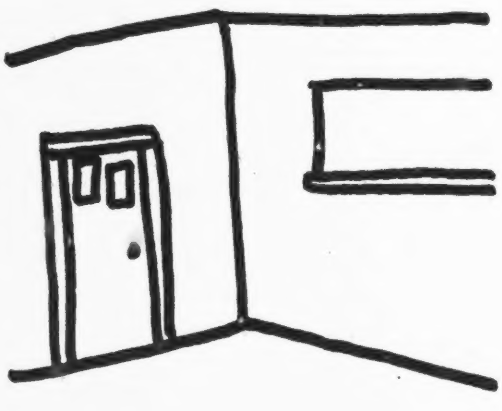
El patio de recreo



El papel



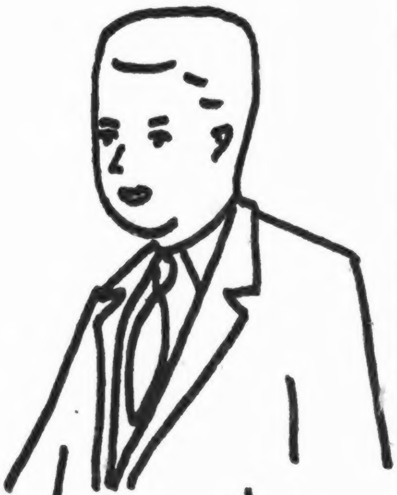
La silla



La sala de clase

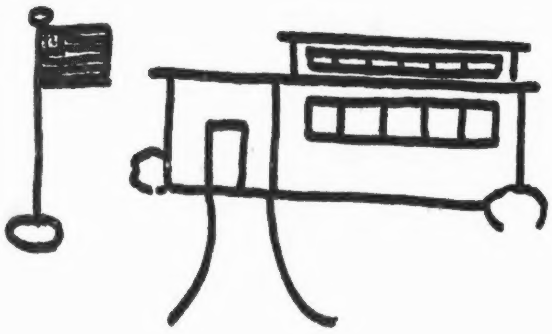
La Escuela

V-LA-4

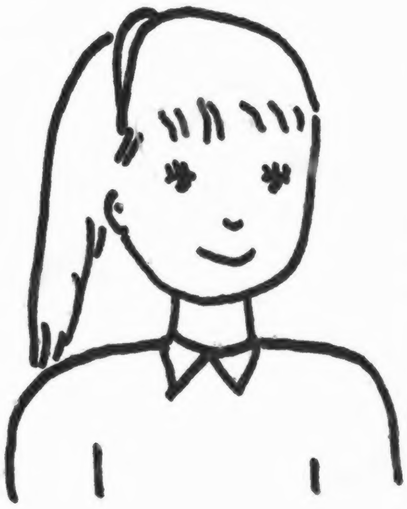


El director

El alumno

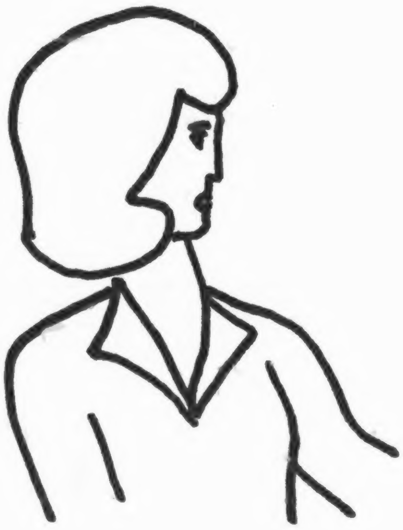


La Escuela



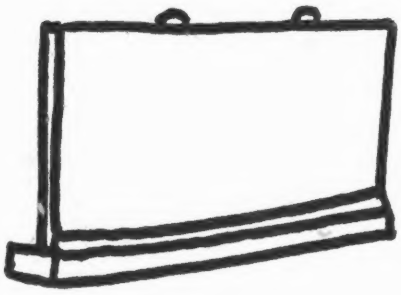
La alumna

El maestro

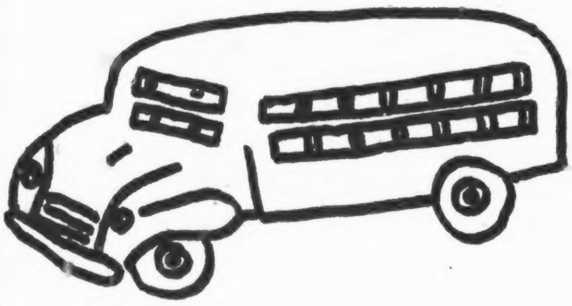


La maestra

La tiza



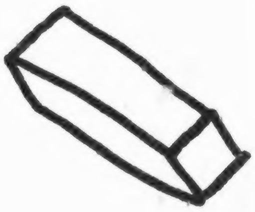
El pizarrón



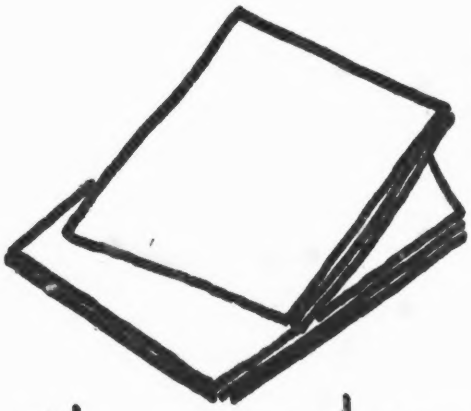
El autobús

La Escuela

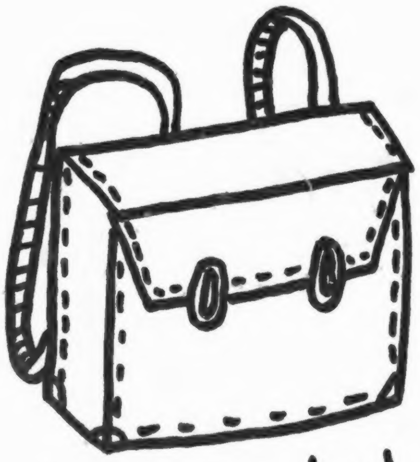
V-LA-5



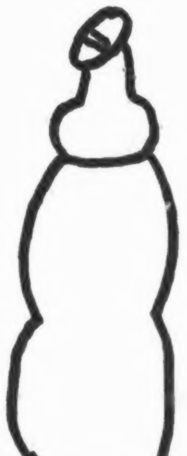
La goma de borrar



El cuaderno



La mochila



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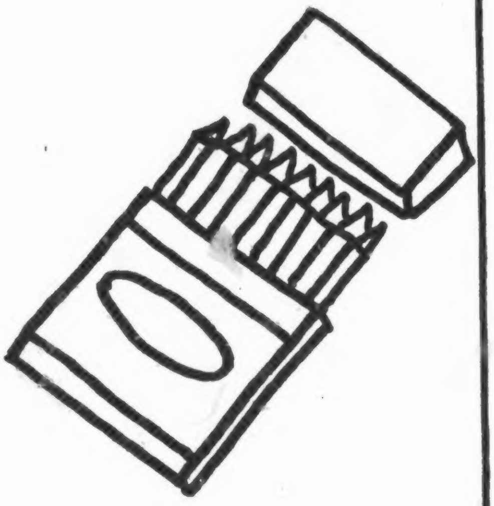
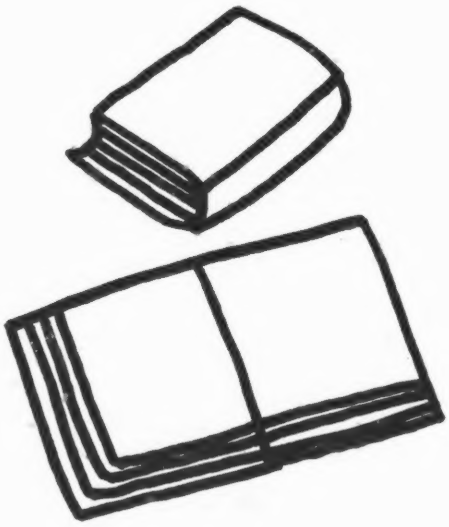
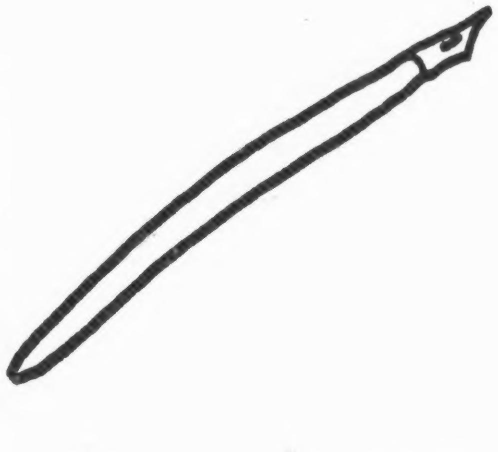


Los creyones



Los libros

El lápiz



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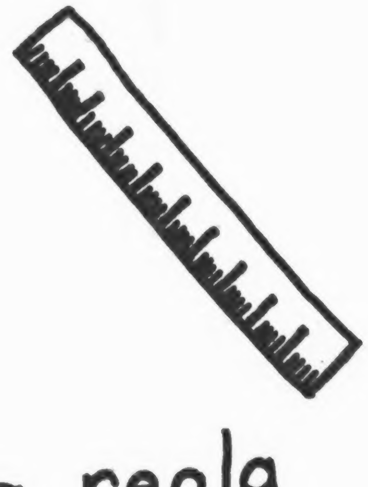
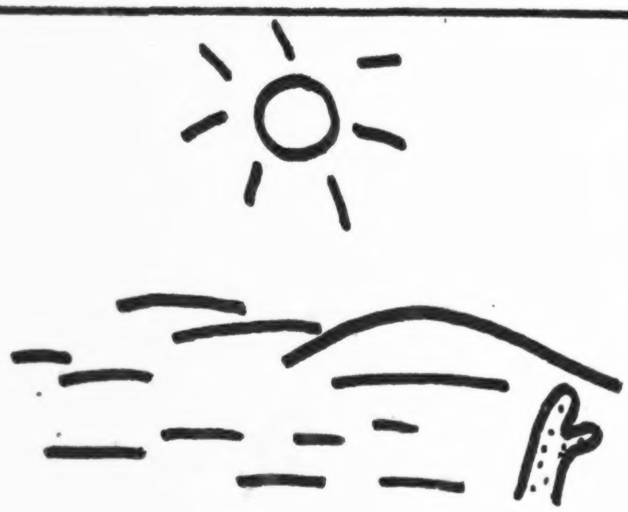


La regla

El Tiempo

V-LA-6

Llueve



Hace calor

Nieva

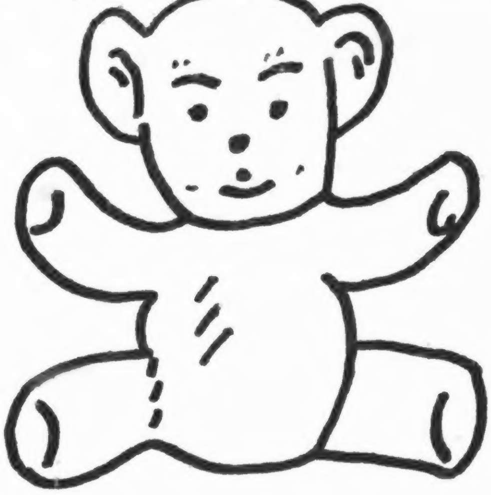
Hace frío

Hace viento

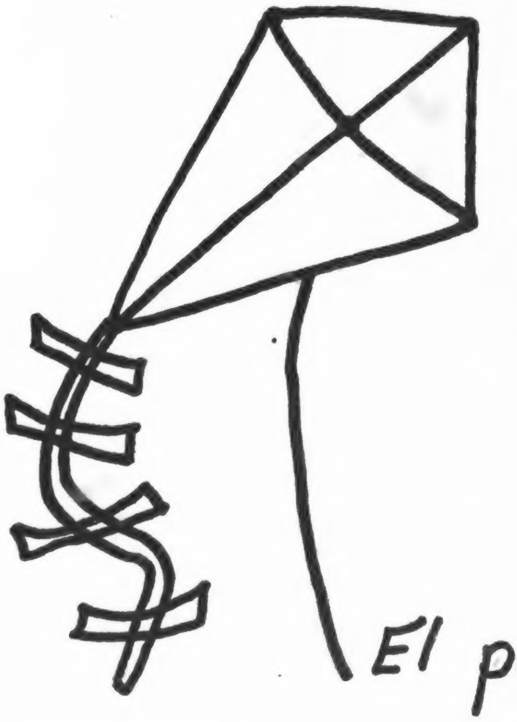
Está nublado

Juguetes

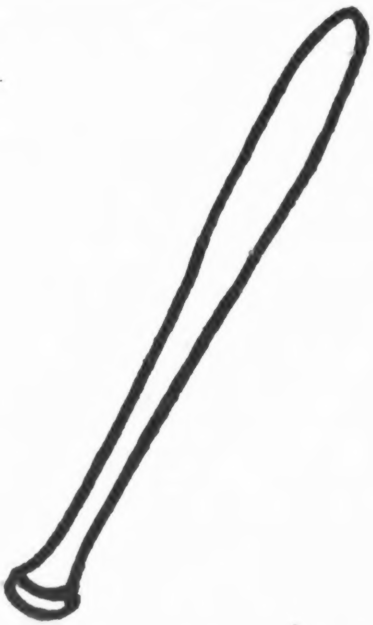
El aeroplano



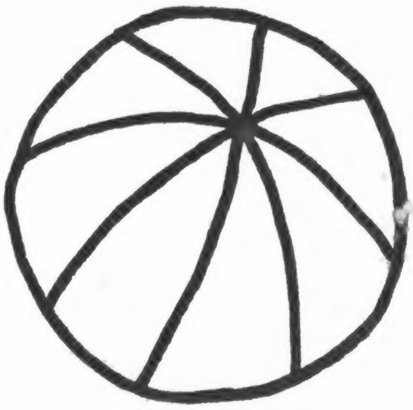
El oso



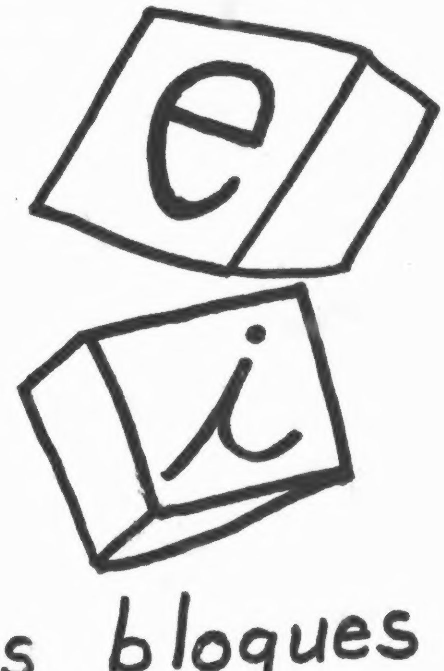
El papalote



El bate

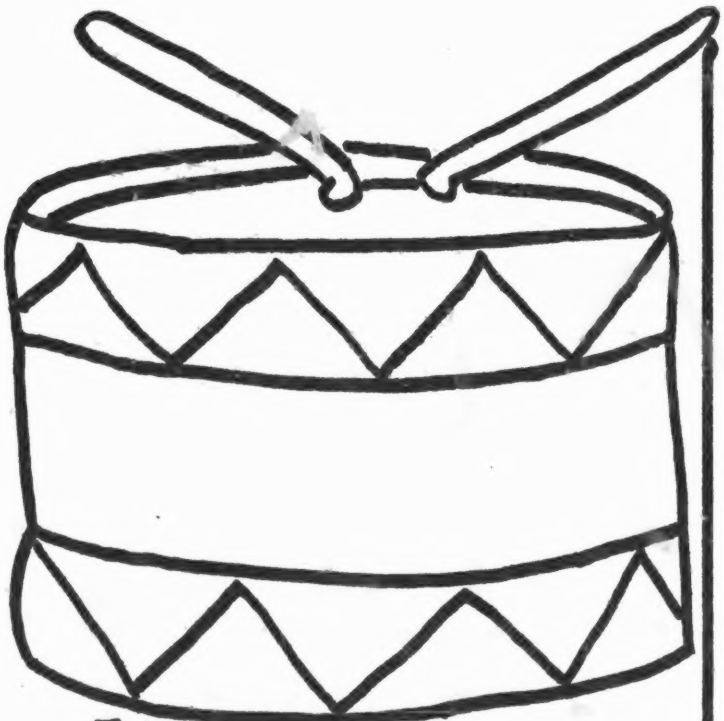


La Pelota

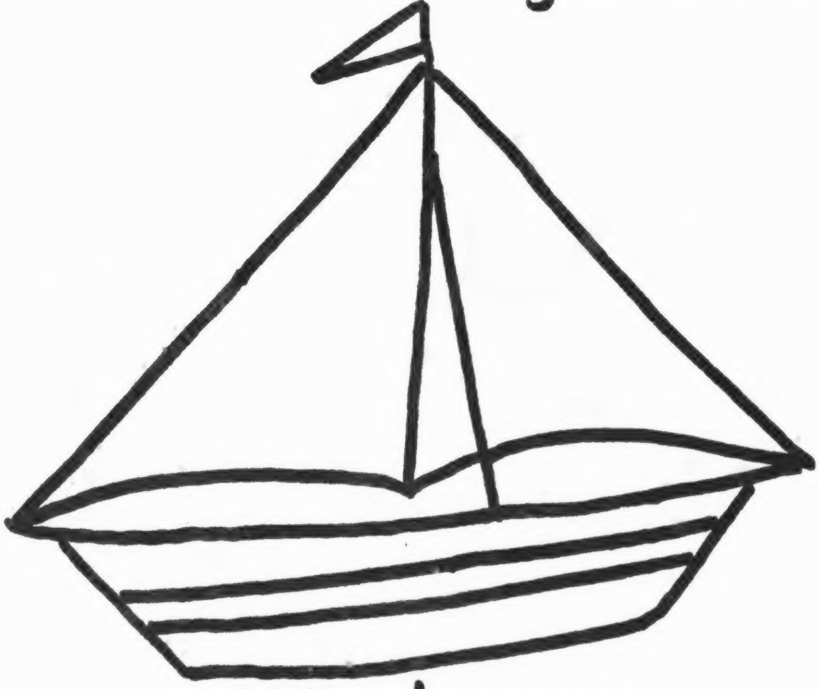


Los bloques

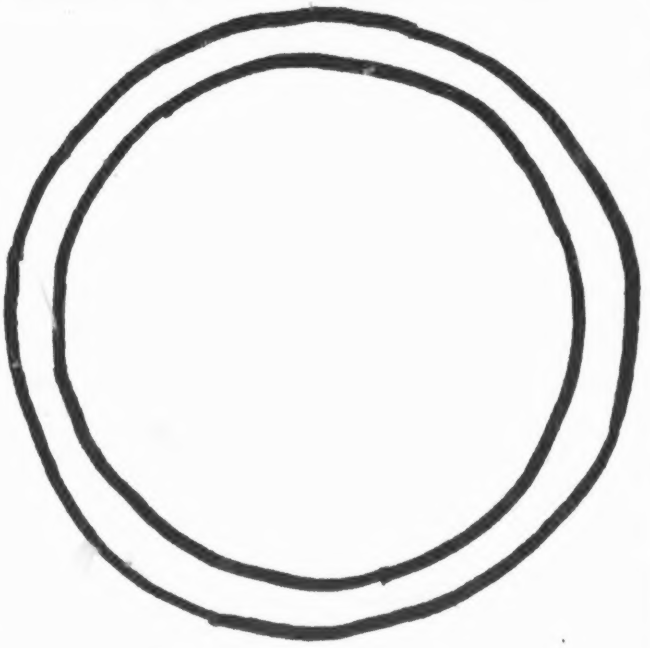
Juguetes



El tambor

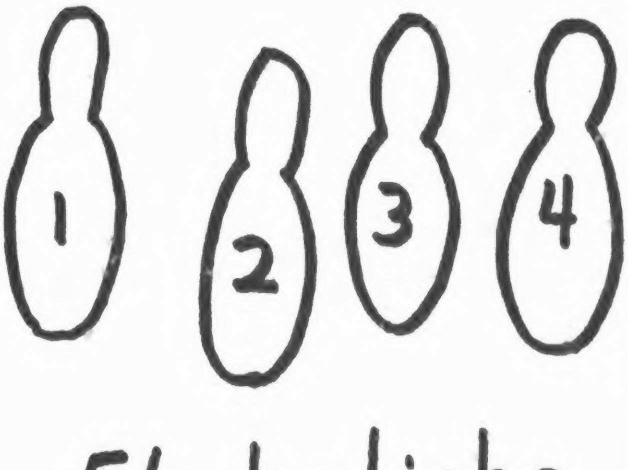


El barco



El aro

Los globos

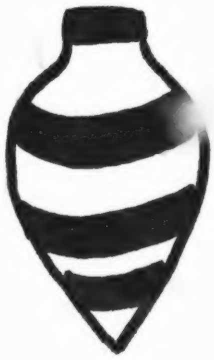


El boliche

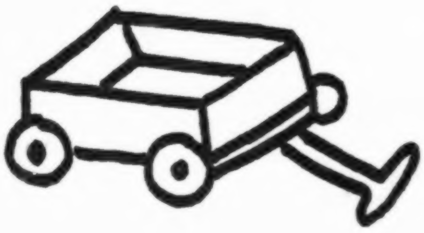
El carro

Juguetes

V-LA-9



El trompo



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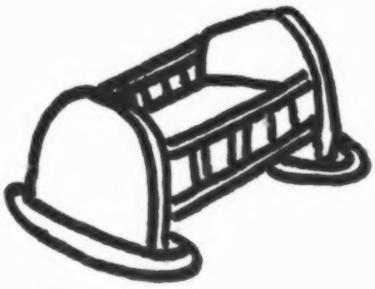
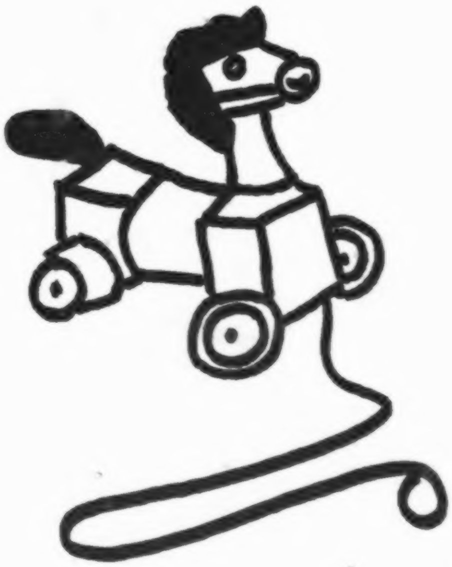
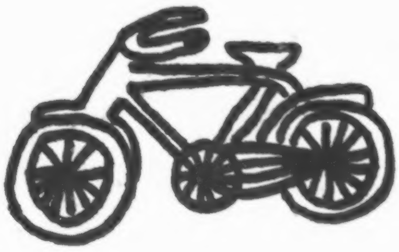


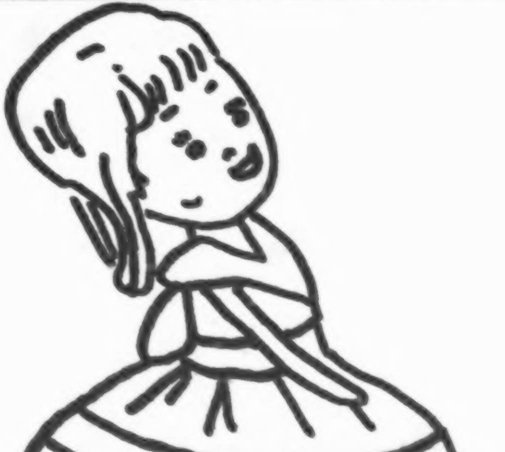
La cunita



El caballito



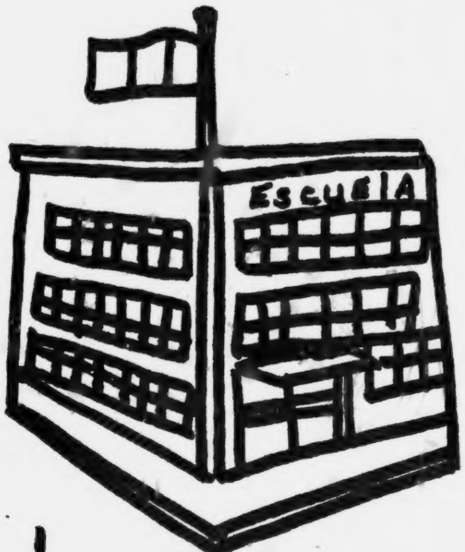
La bicicleta



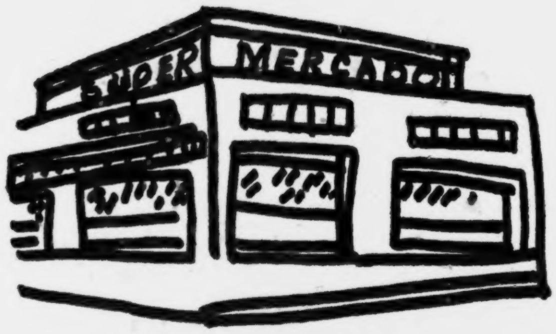
La muñeca

Lugares Adonde Vamos

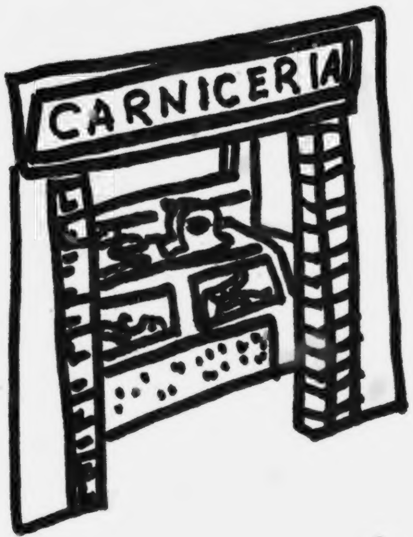
V-LA-10



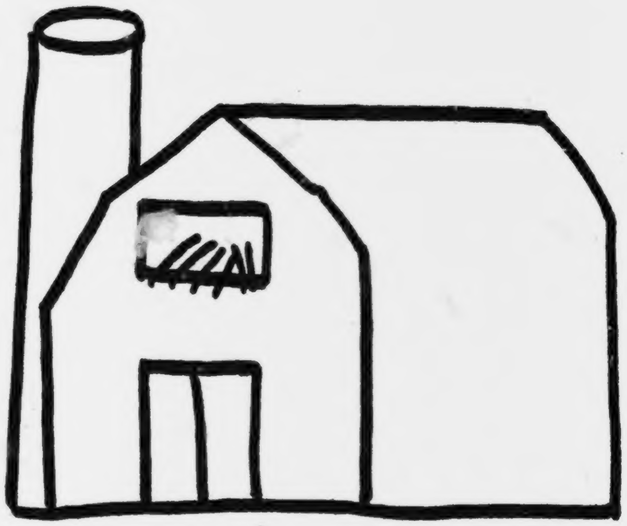
La escuela



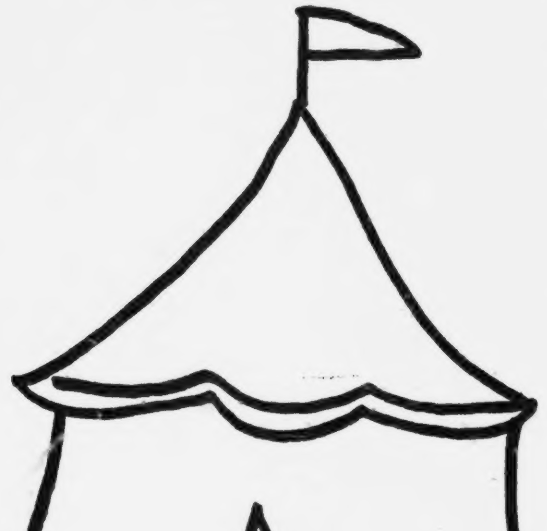
El super-mercado



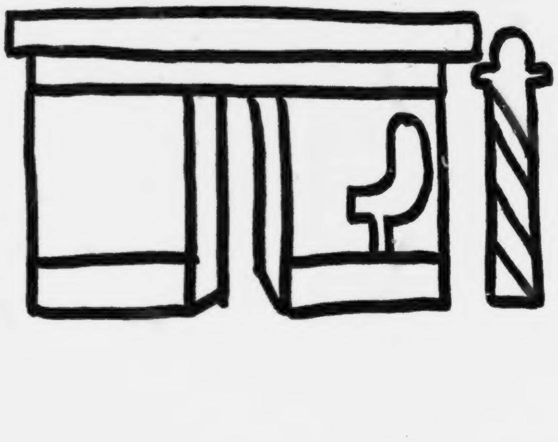
La carnicería



La granja



El circo

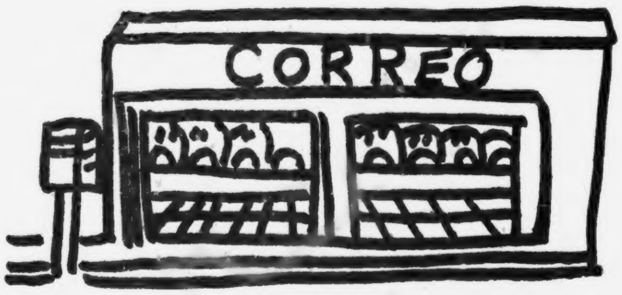


La peluquería

Lugares Adonde Vamos

V-LA-11

La lechería

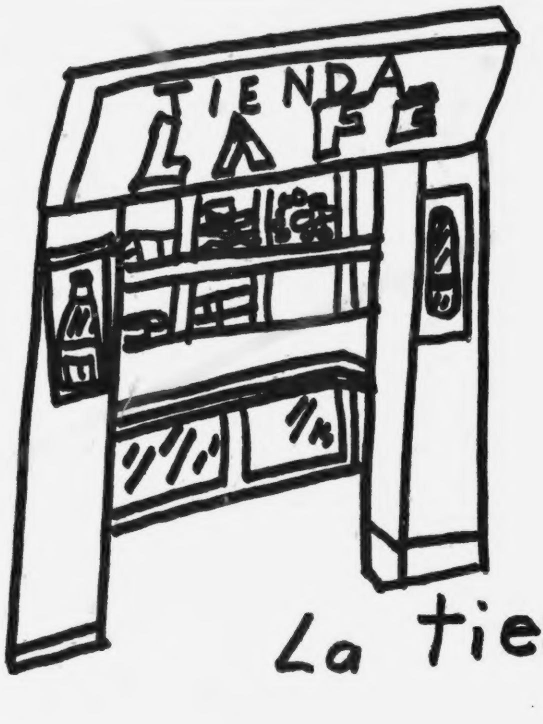


El correo

La panadería

La iglesia

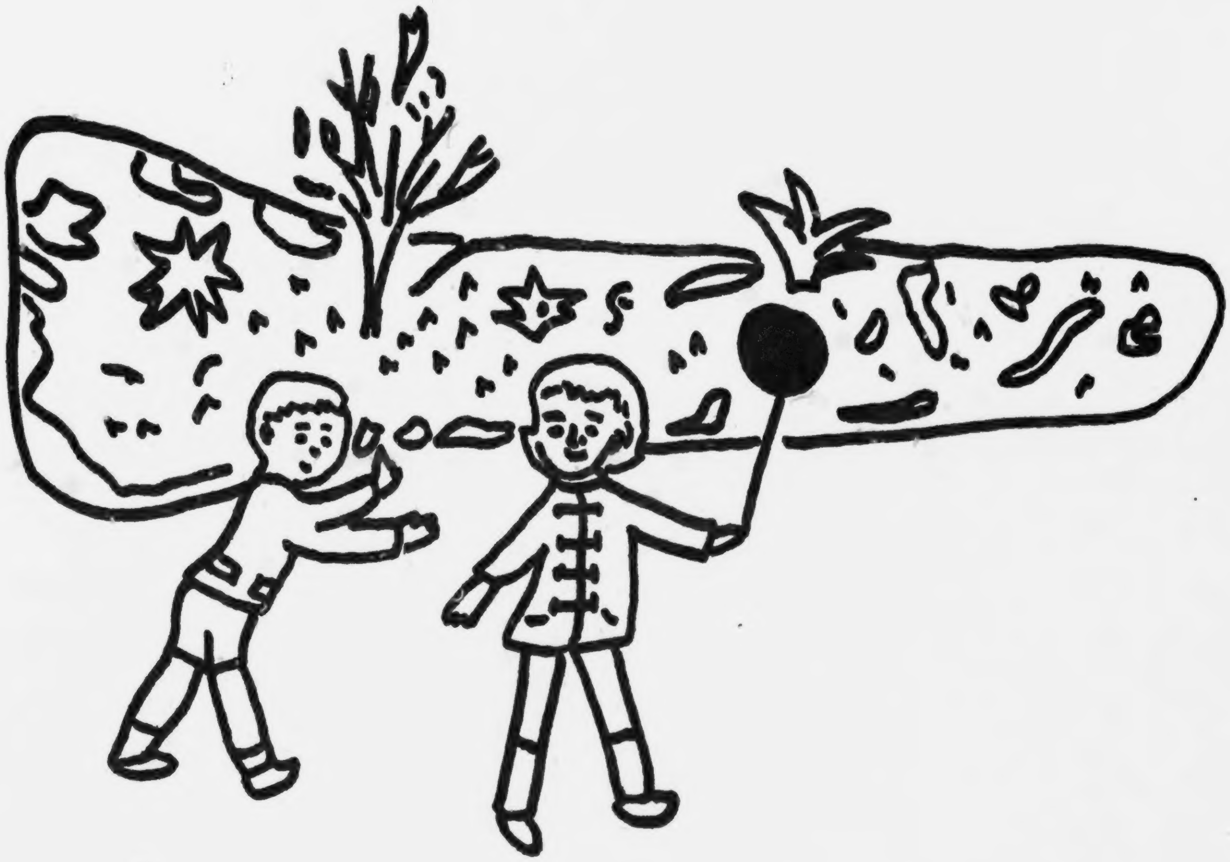
El cine



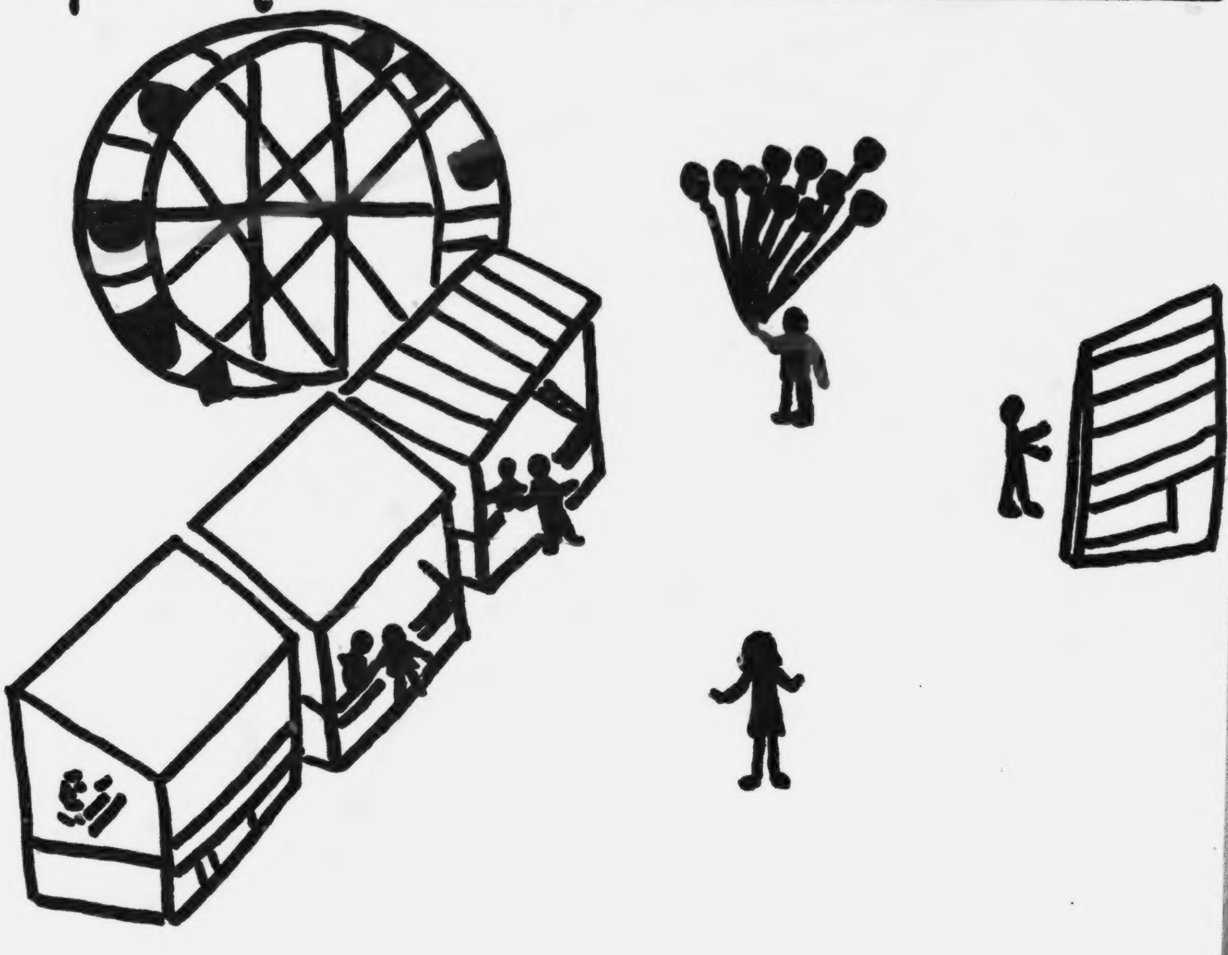
La tienda

Vamos . . .

V-LA-12



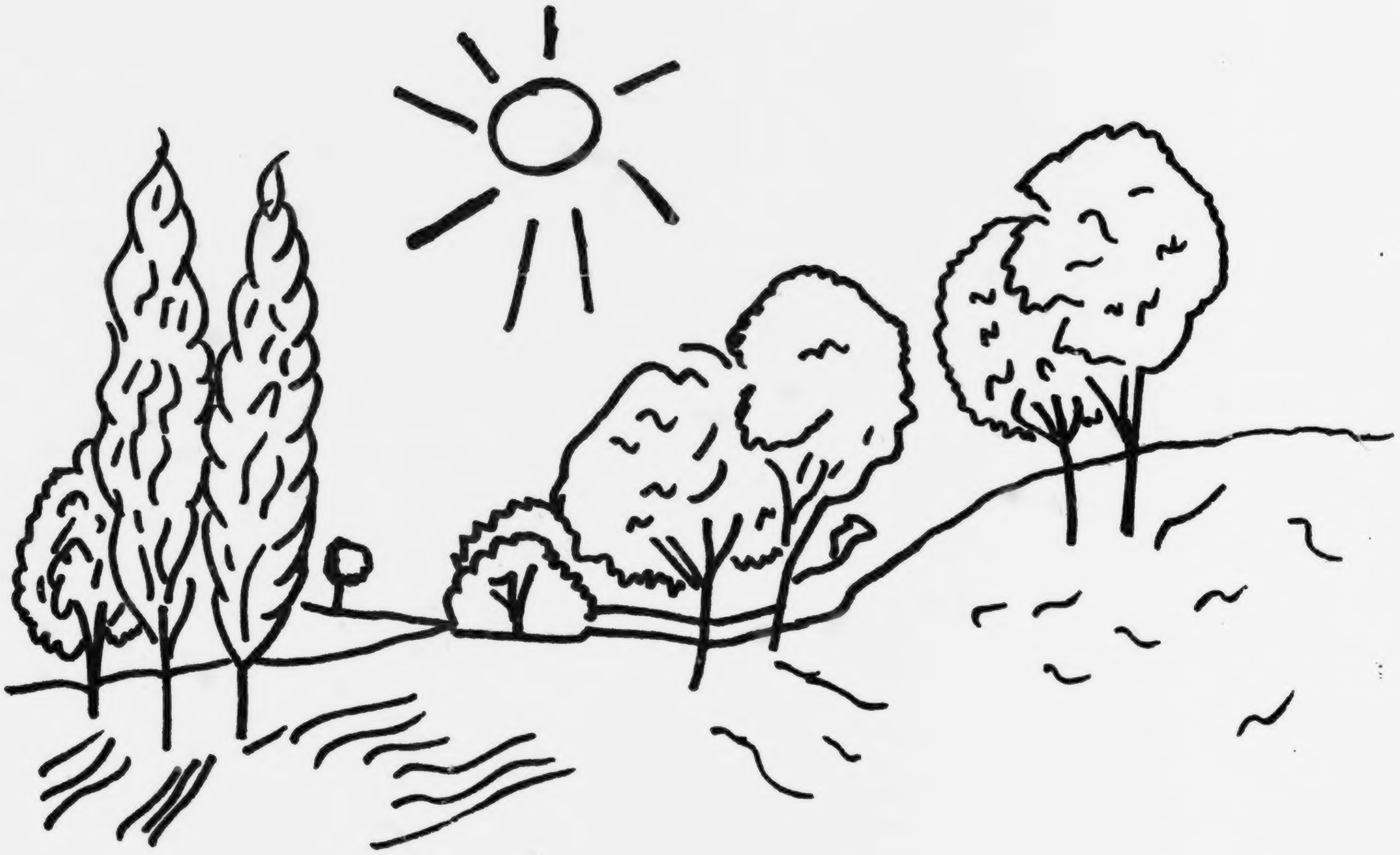
al parque



al carnaval

Vamos . . .

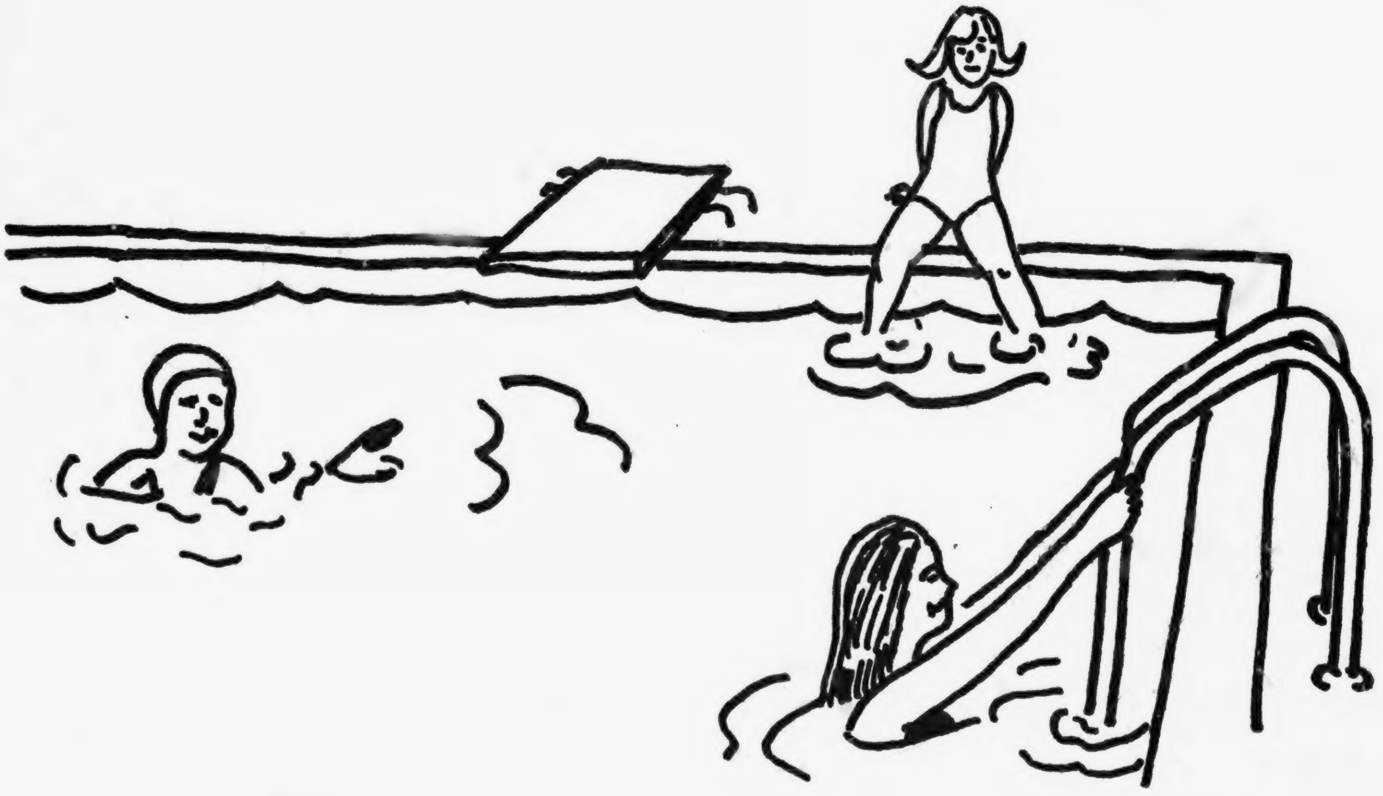
a la clínica



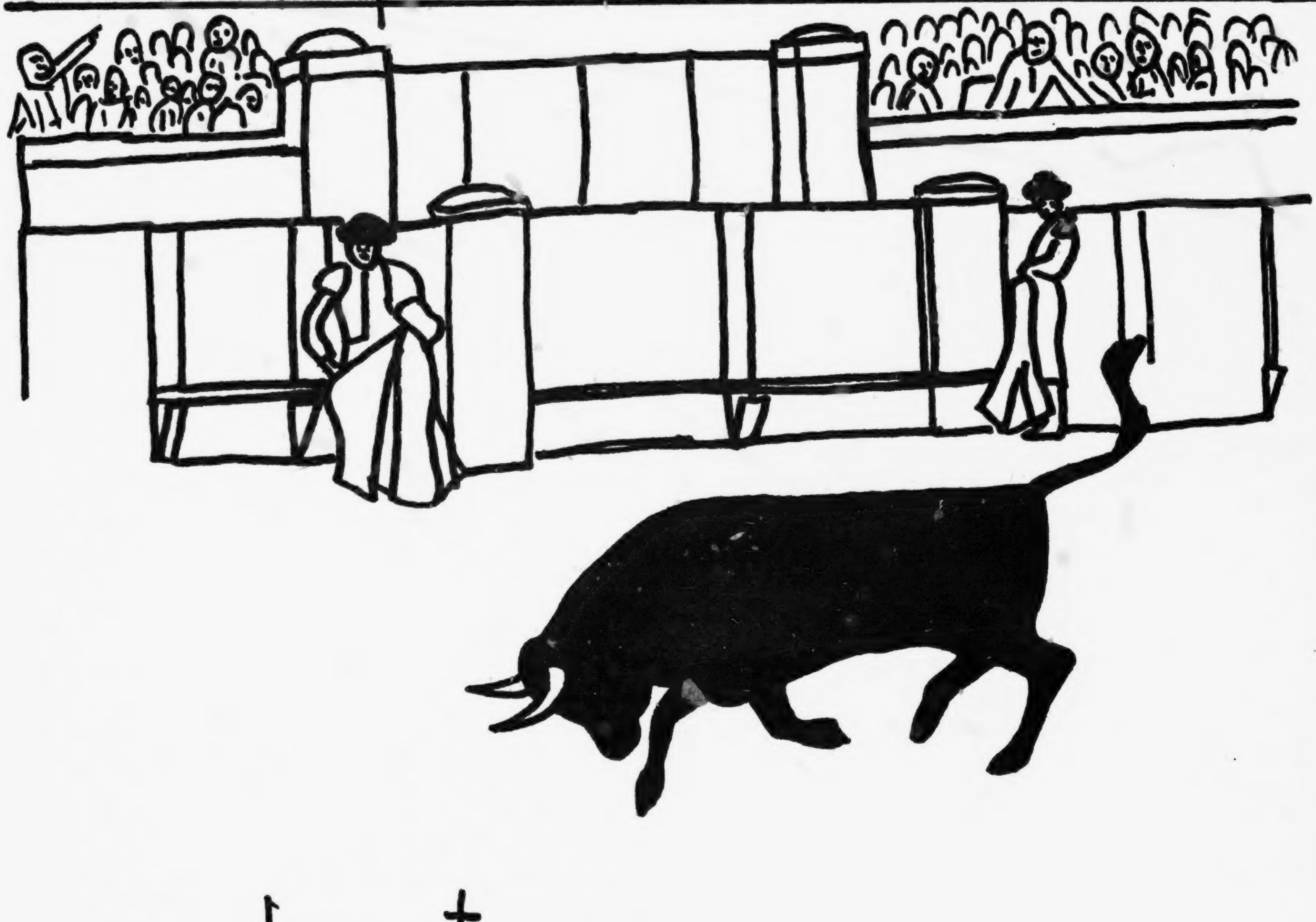
al bosque

Vamos . . .

V-LA-14



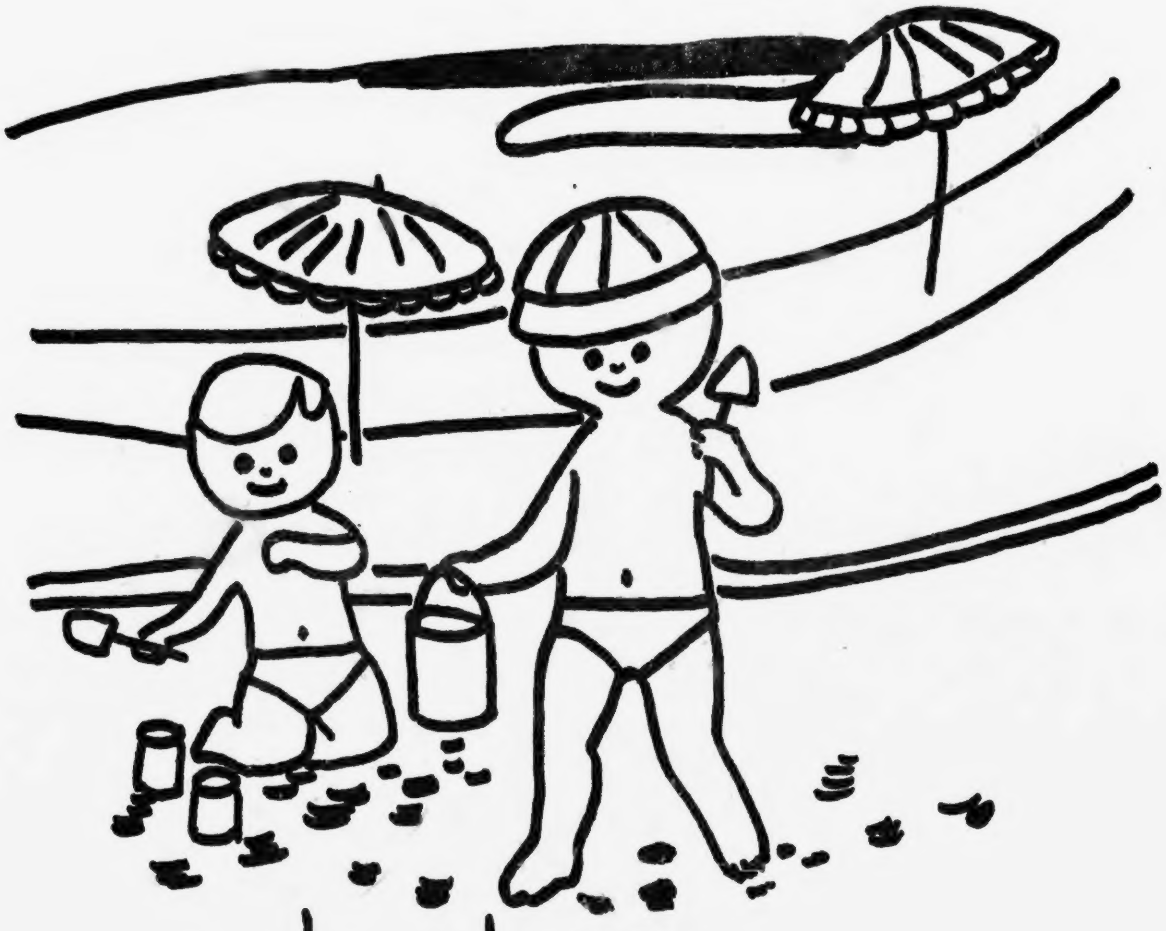
a la piscina



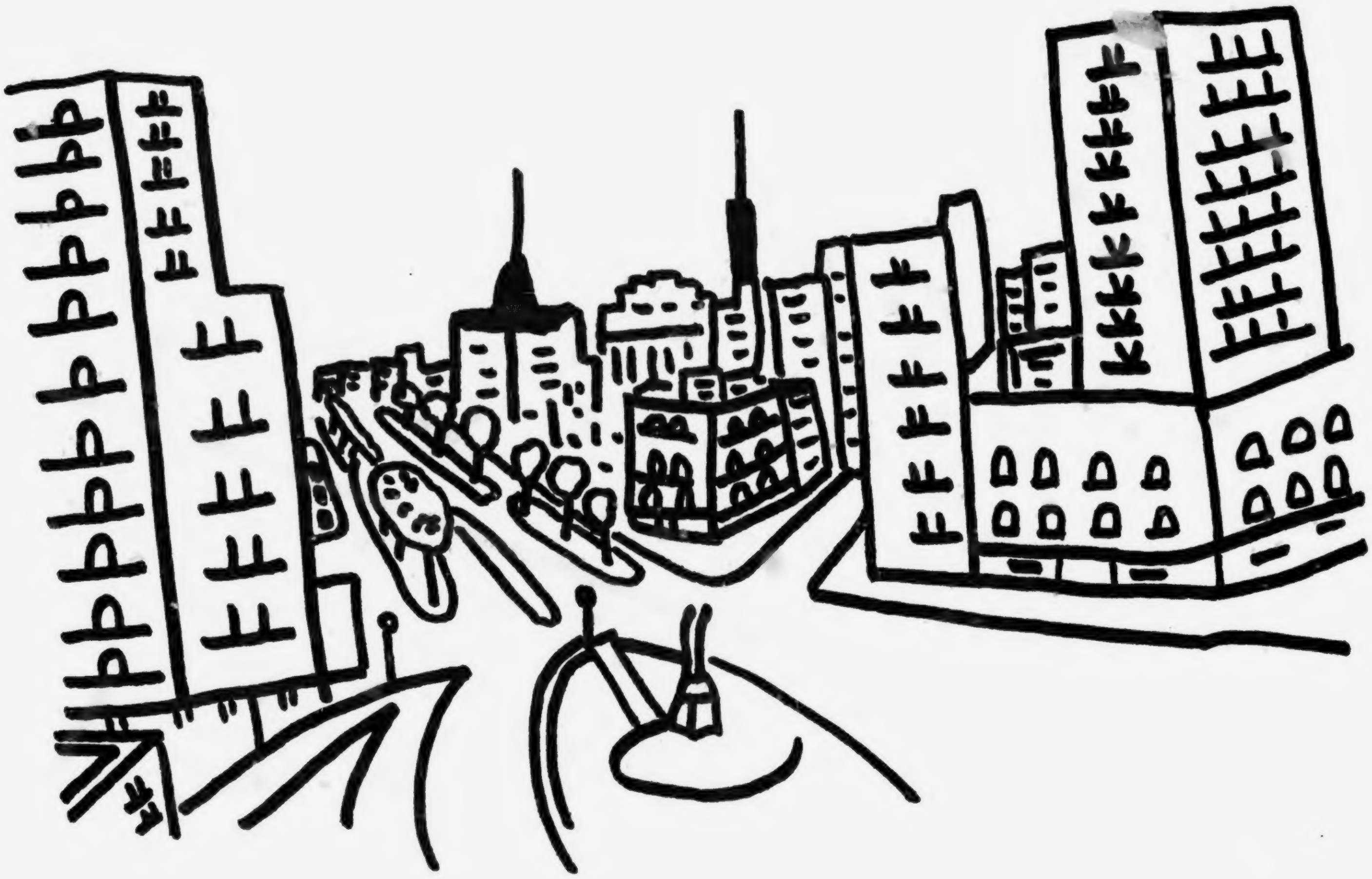
a los toros

Vamos . . .

V-LA-15



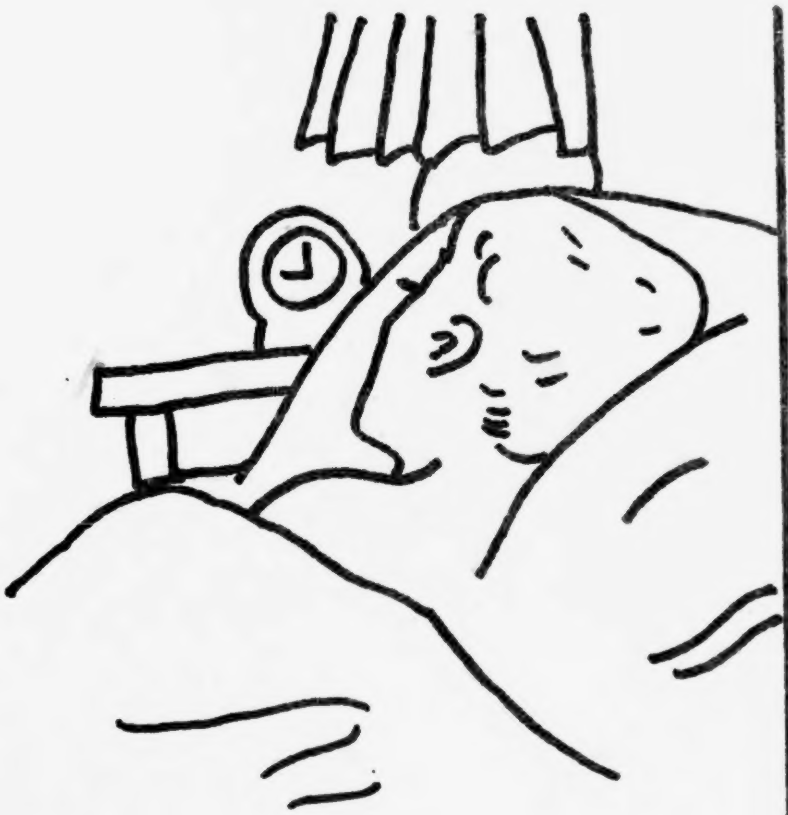
a la playa



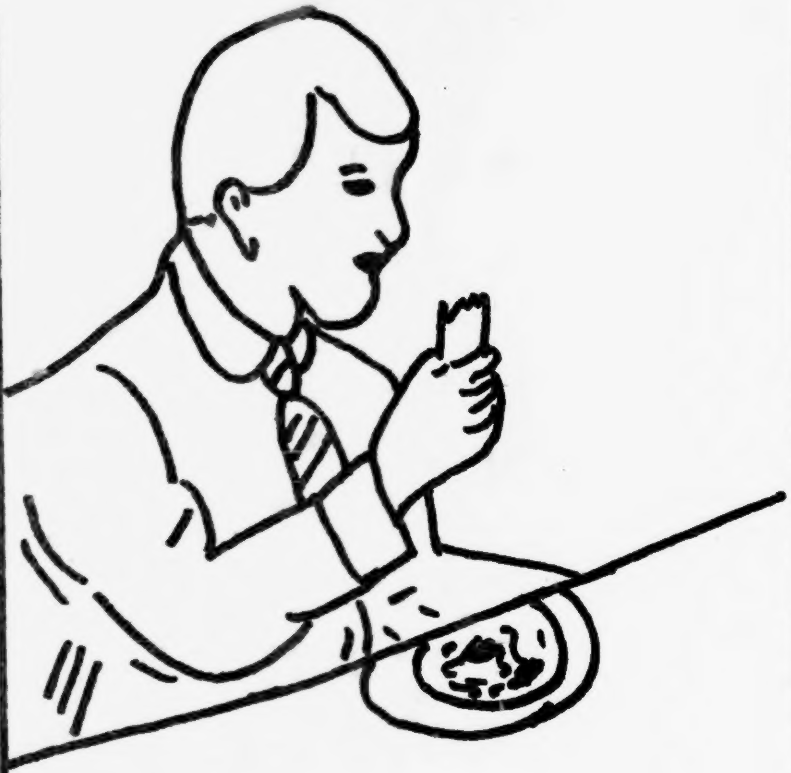
a la ciudad

Vamos a . . .

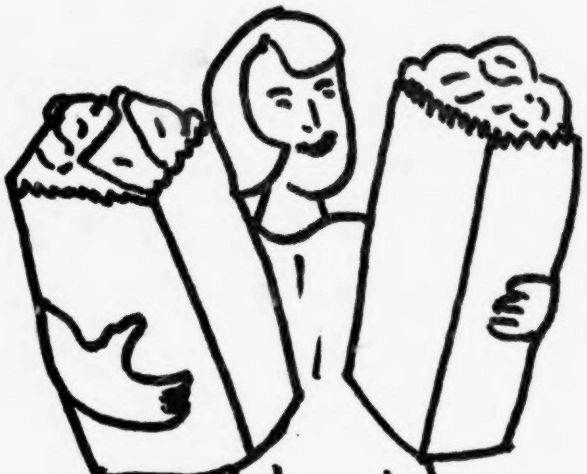
V-LA-16



dormir



comer



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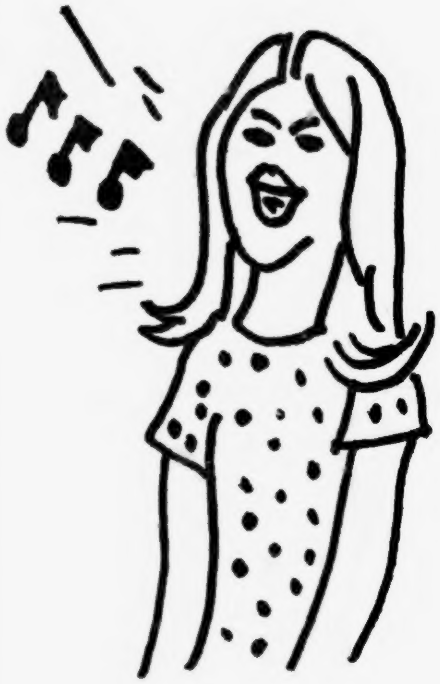
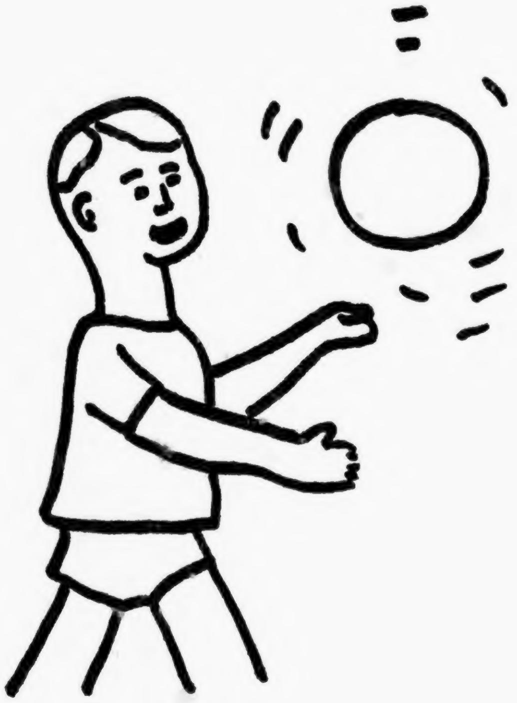


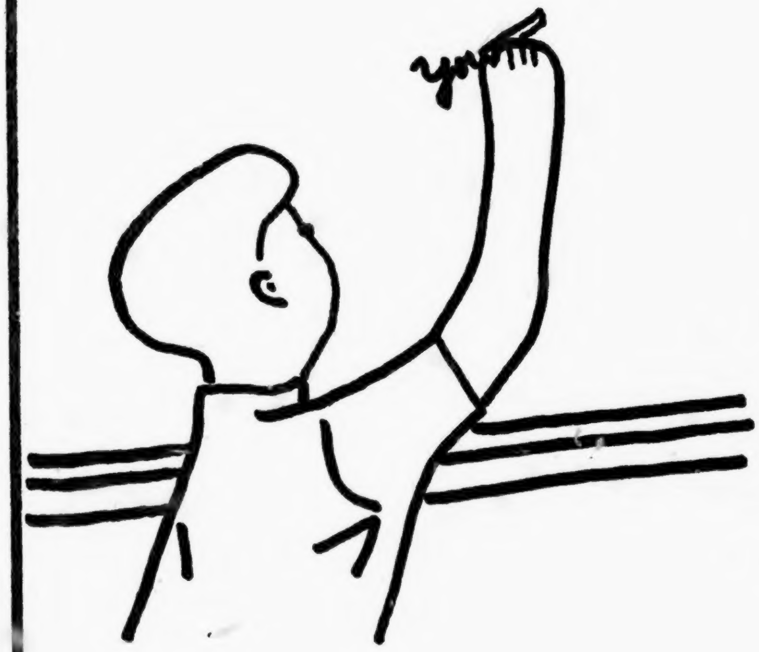
cantar

V-LA-17

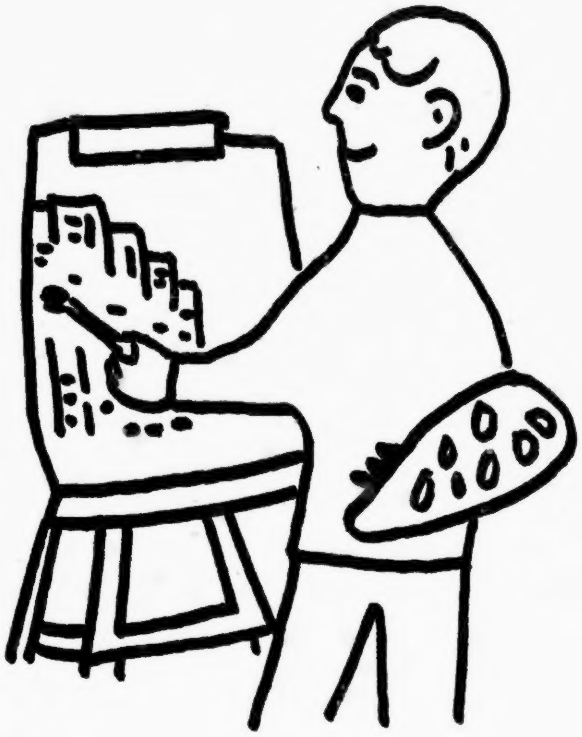
Vamos a . . .



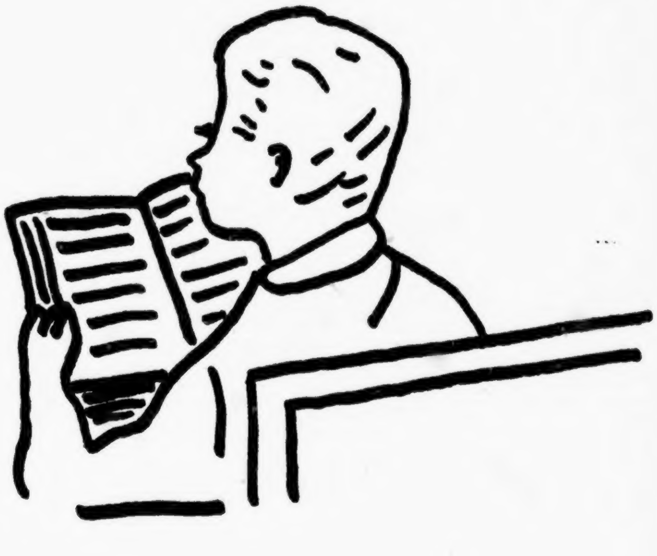
jugar



escribir



pintar



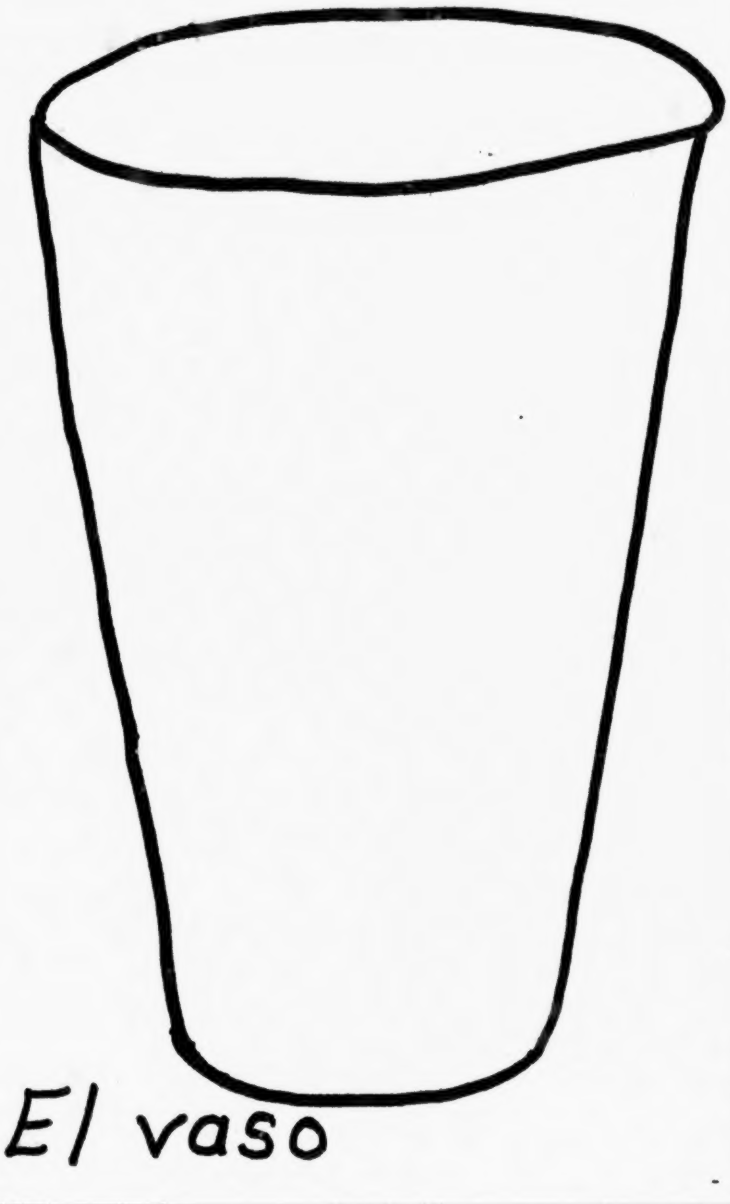
leer

Nuestros Utiles de Aseo

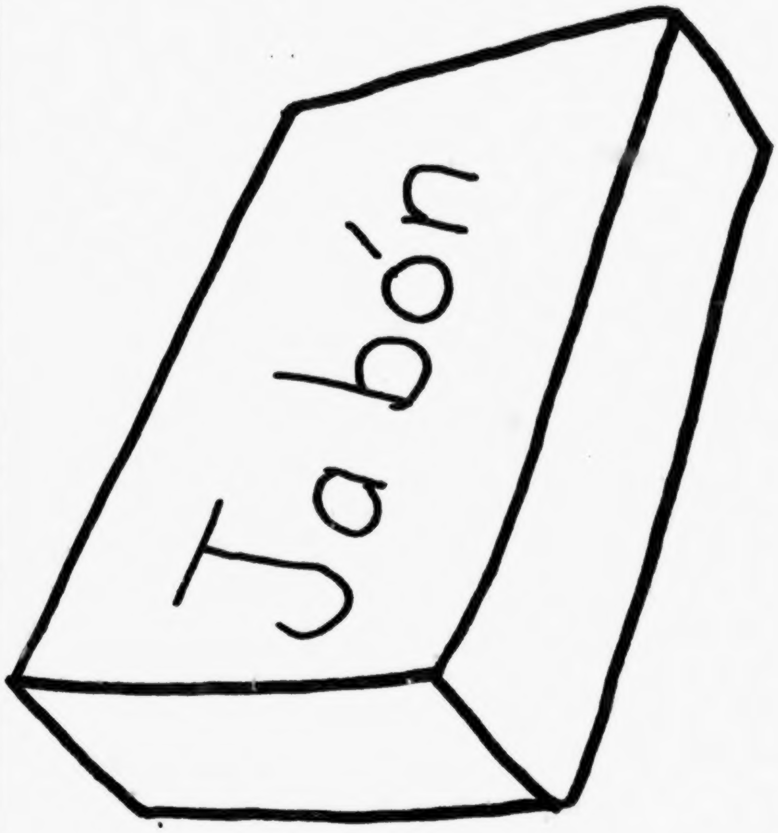
V-LA-18

La pasta de dientes

El Cepillo dental



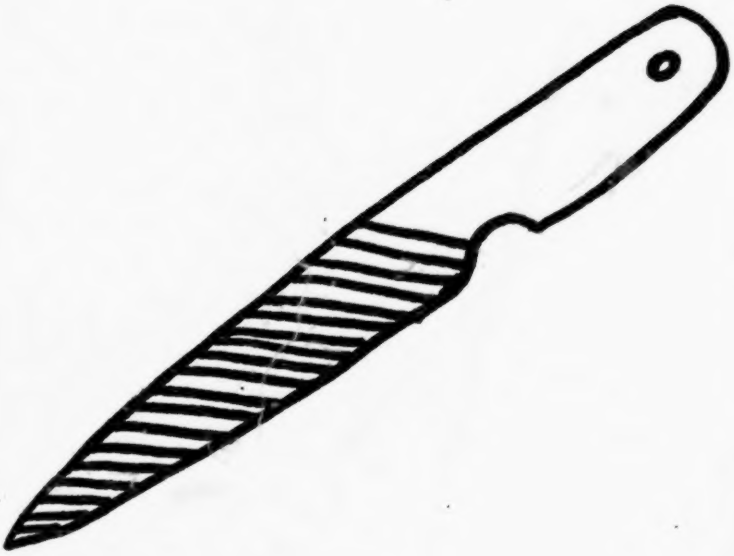
El vaso



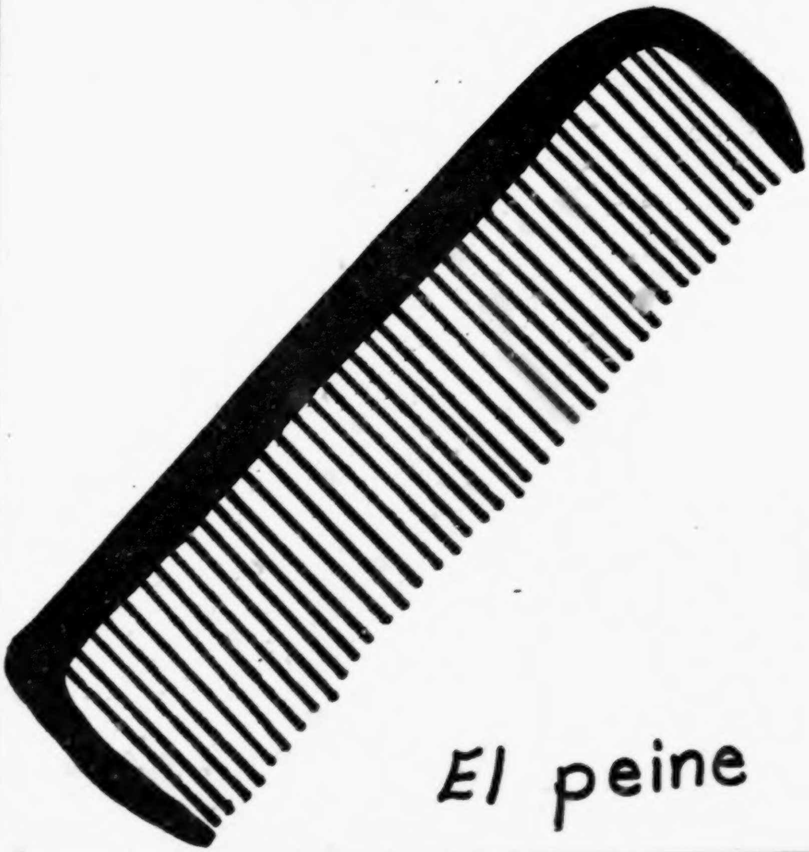
El jabón

Nuestros Utiles de Aseo

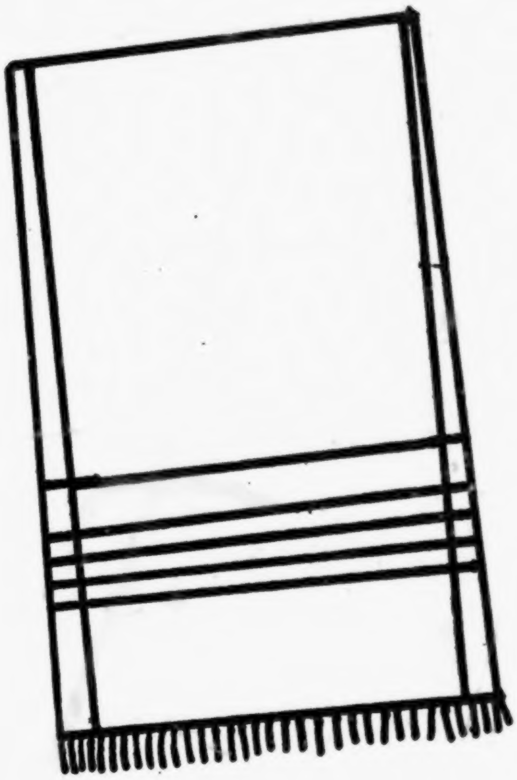
V-LA-19



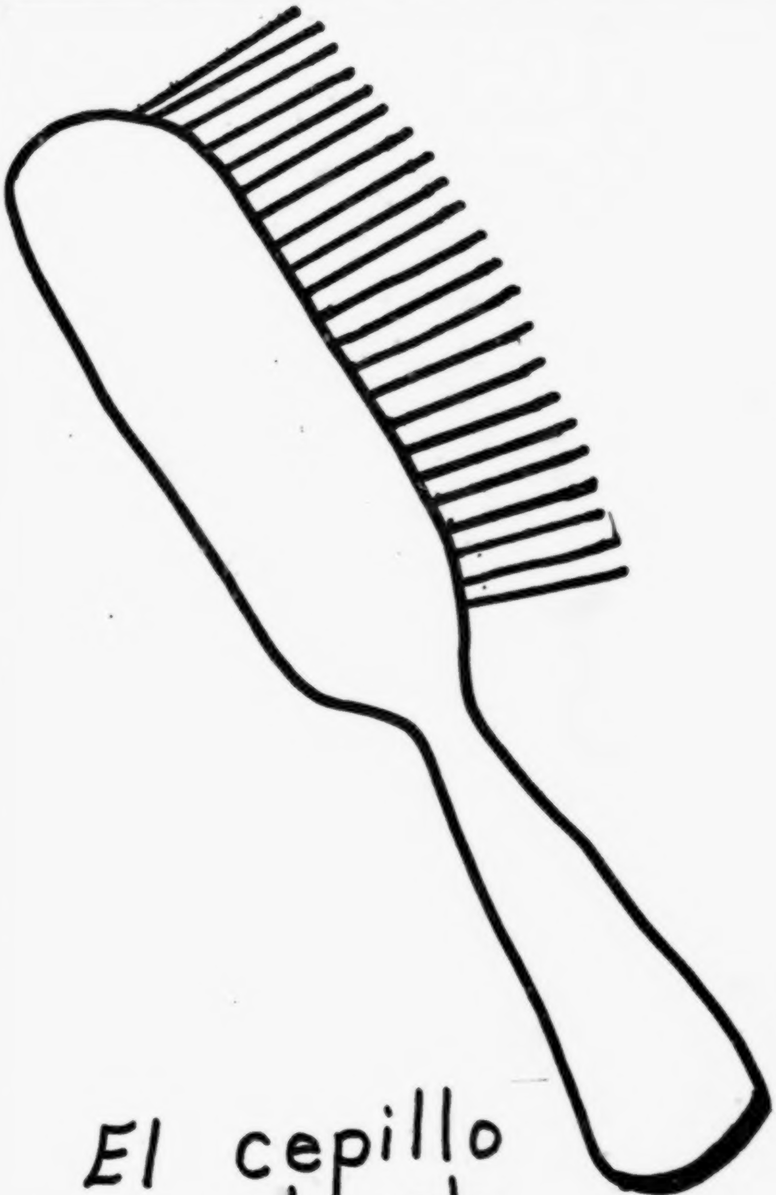
La lima para las uñas



El peine



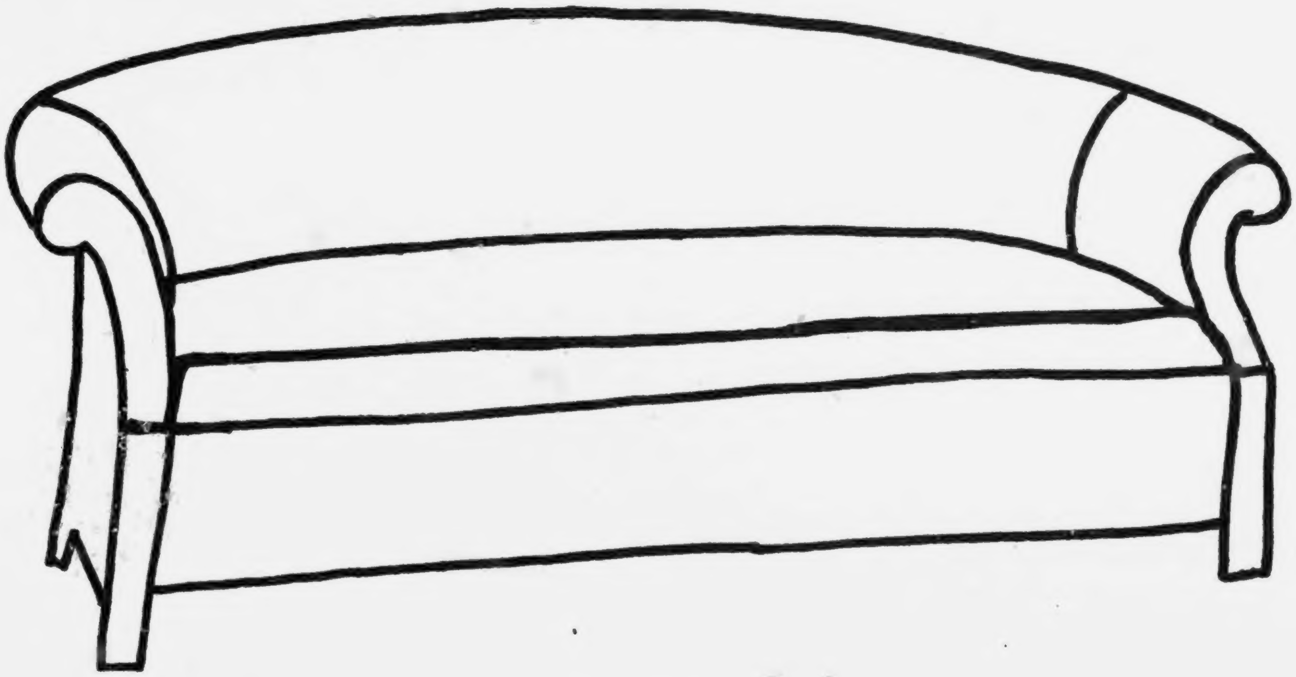
La toalla



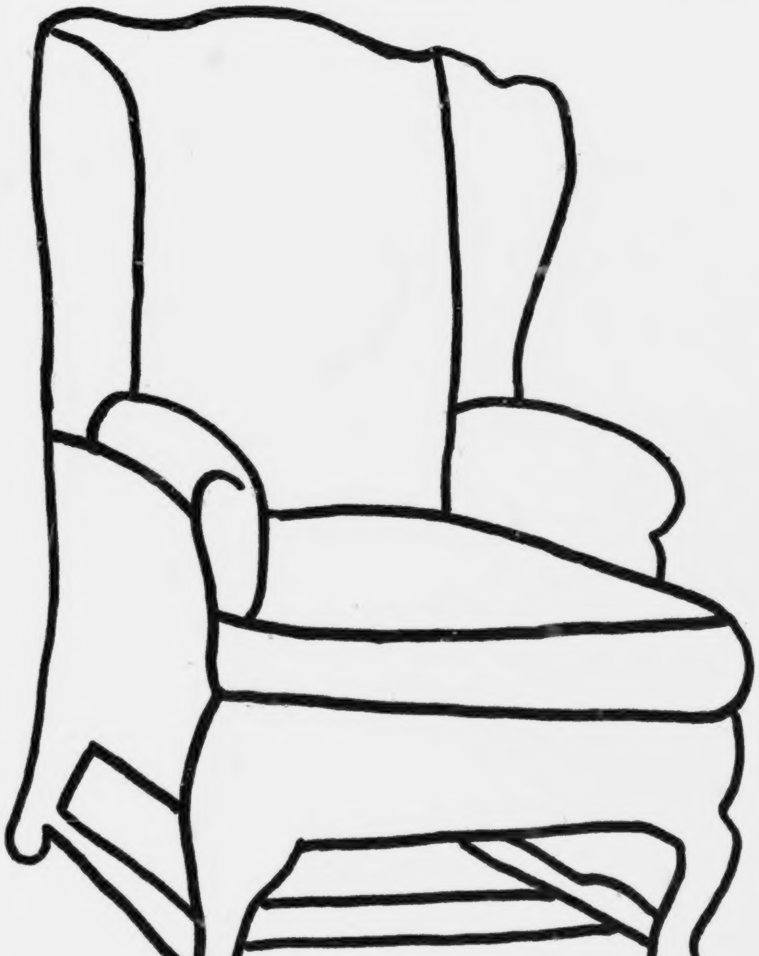
El cepillo para el pelo

Muebles de la Casa

V-LA-20



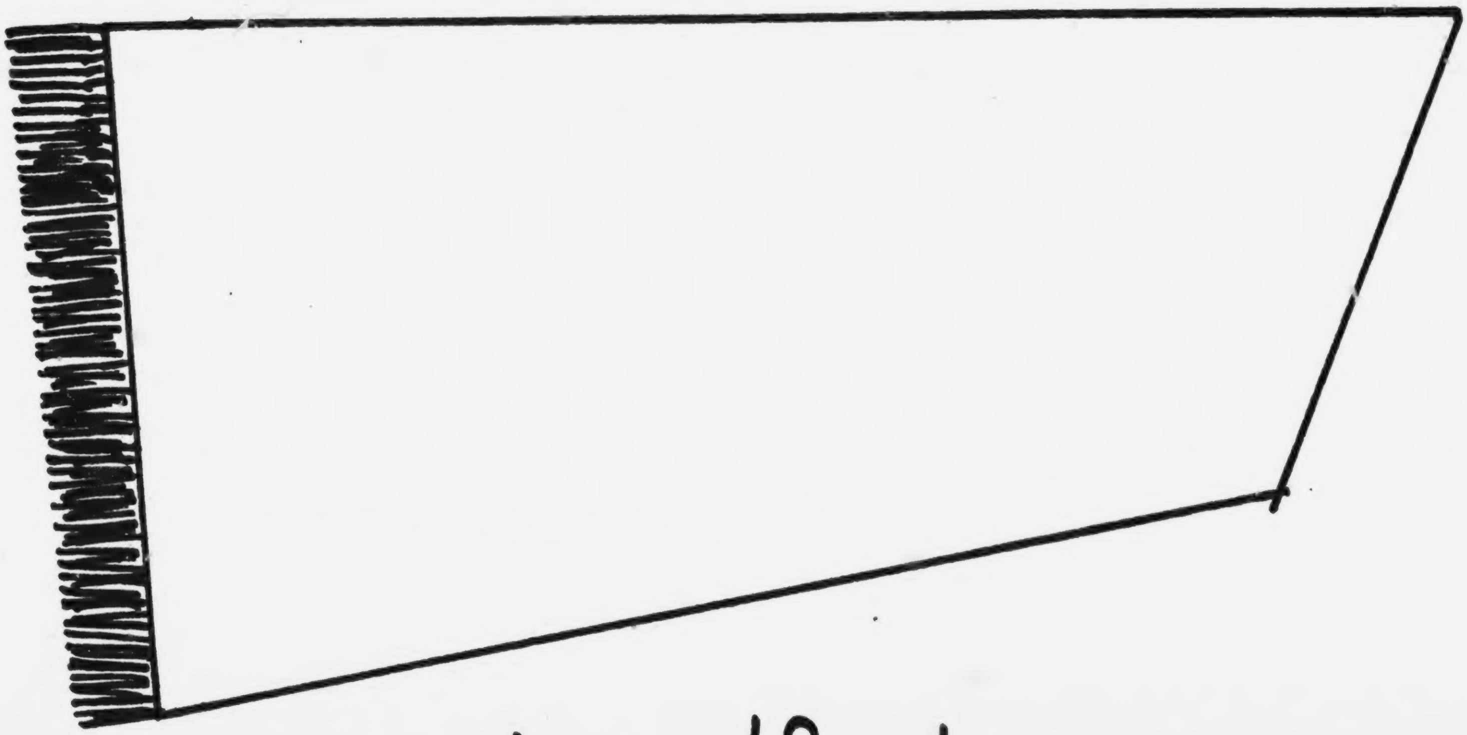
El sofá



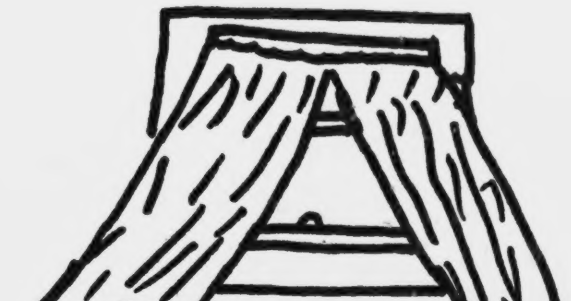
La silla

Muebles de la Casa

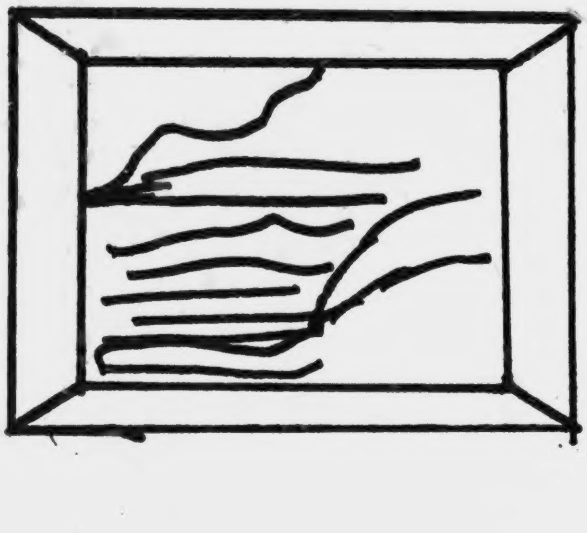
V-LA-21



La alfombra

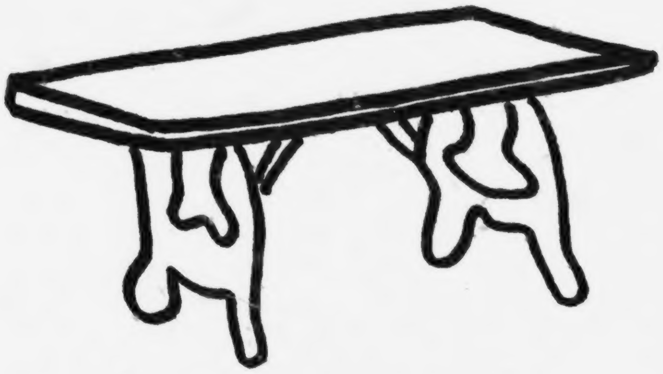


Las cortinas

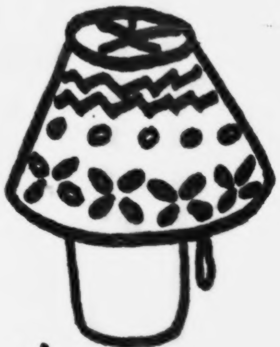


El cuadro

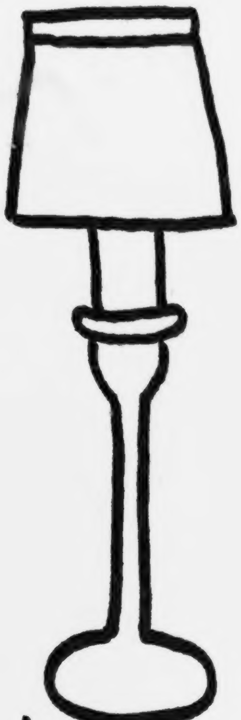
Muebles de la Casa



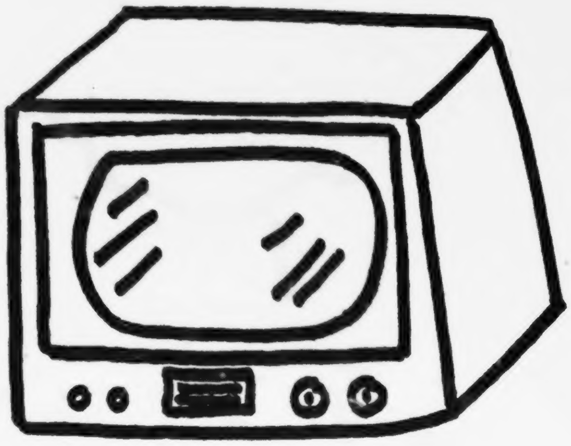
La mesa



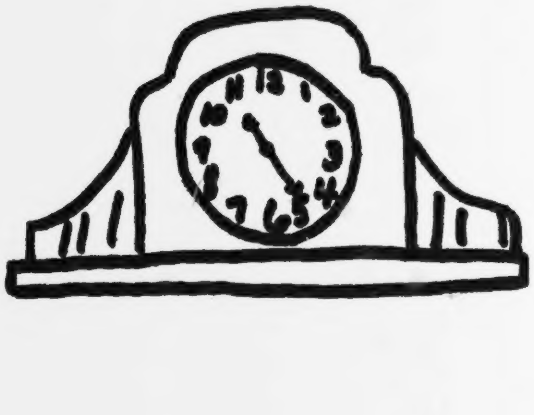
La lámpara



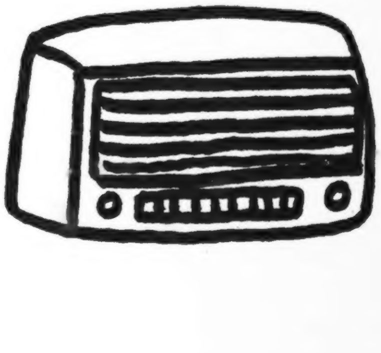
La lámpara



El televisor



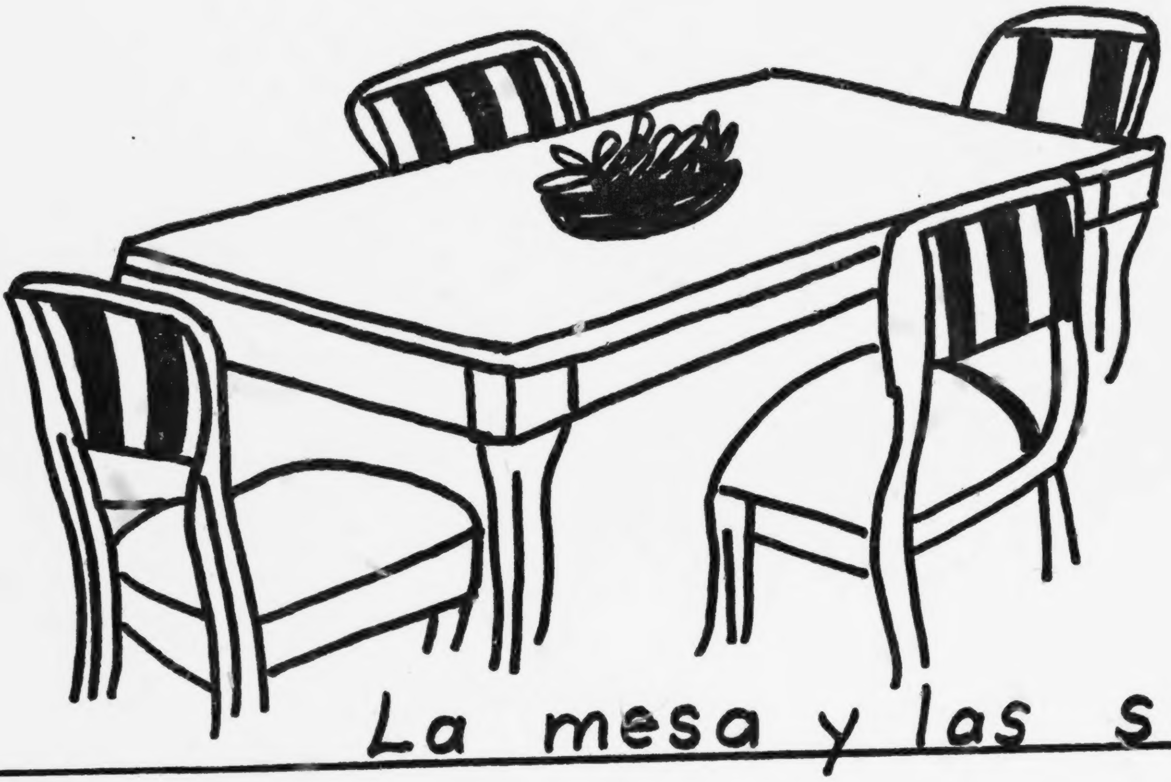
El reloj



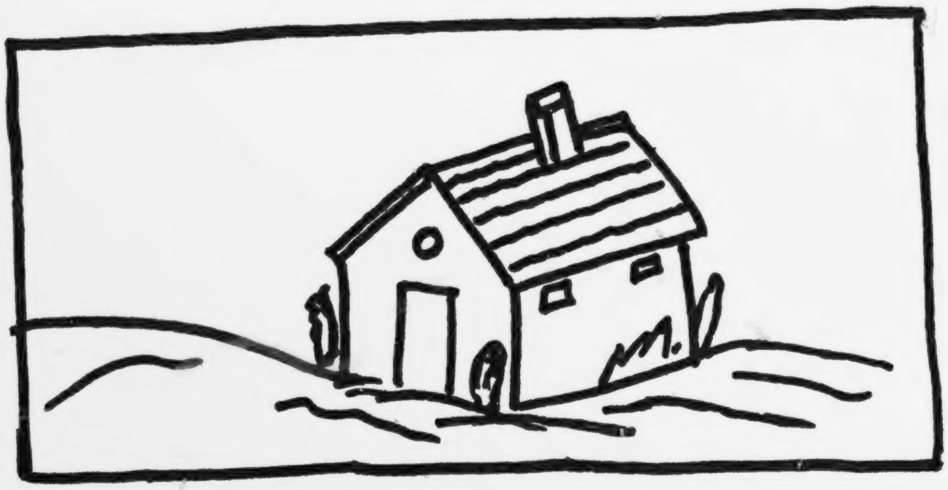
La radio

Muebles de la Casa

V-LA-23

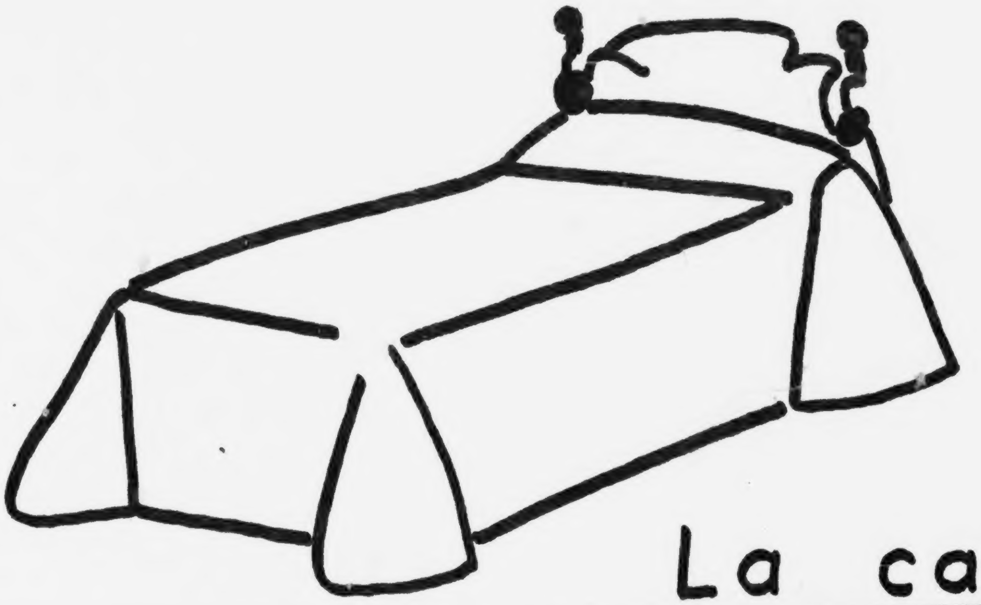


La mesa y las sillas

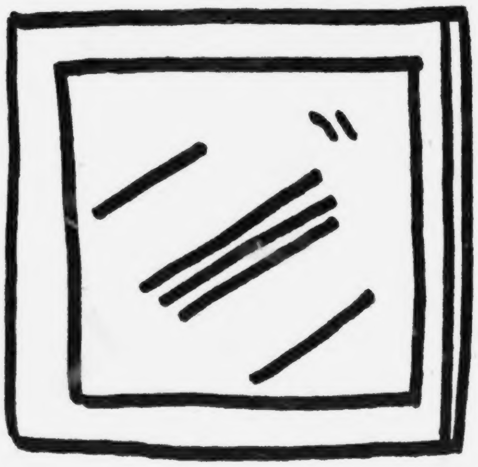


El cuadro

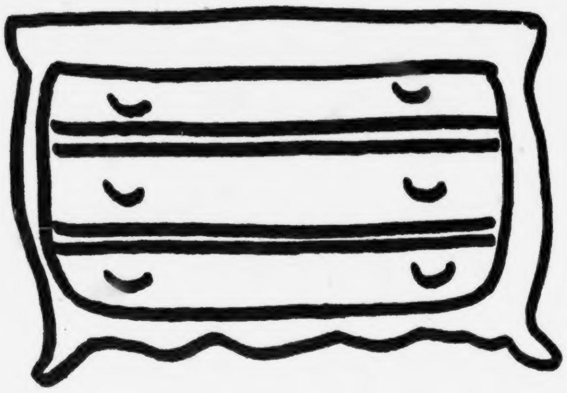
Muebles de la casa



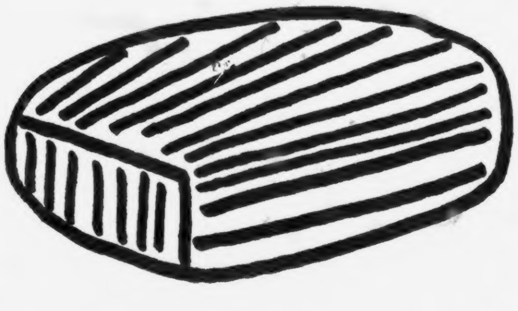
La cama



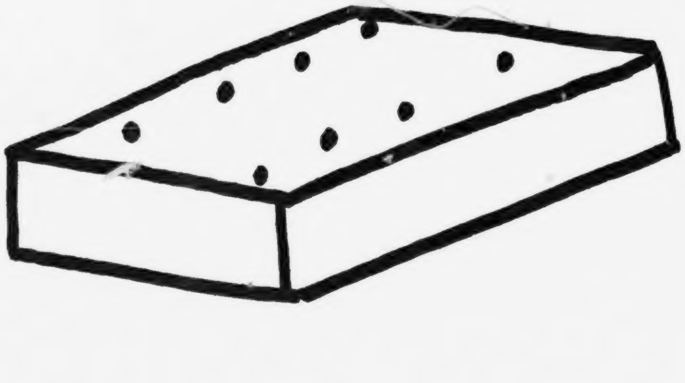
El espejo



La cómoda



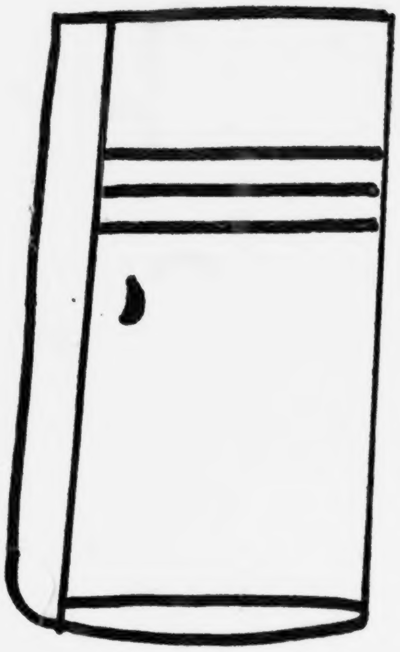
La almohada



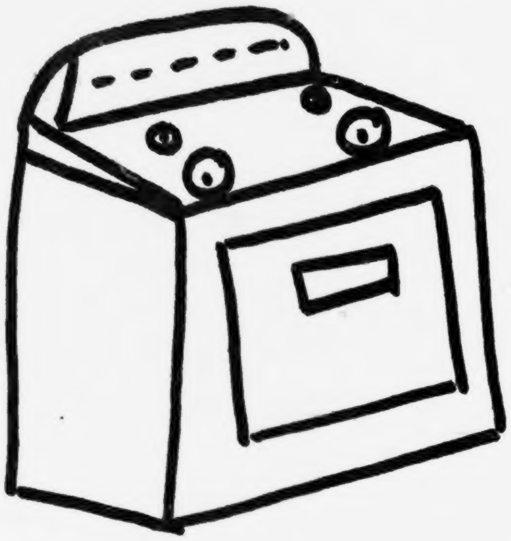
El colchón

Muebles de la Casa

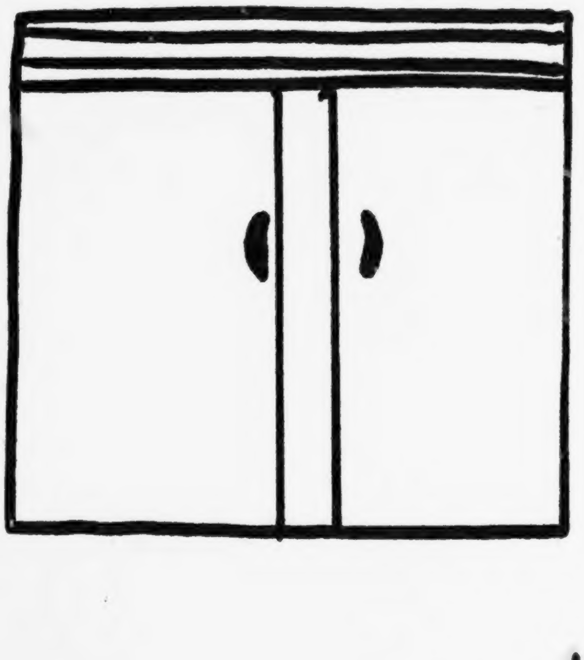
V-LA-25



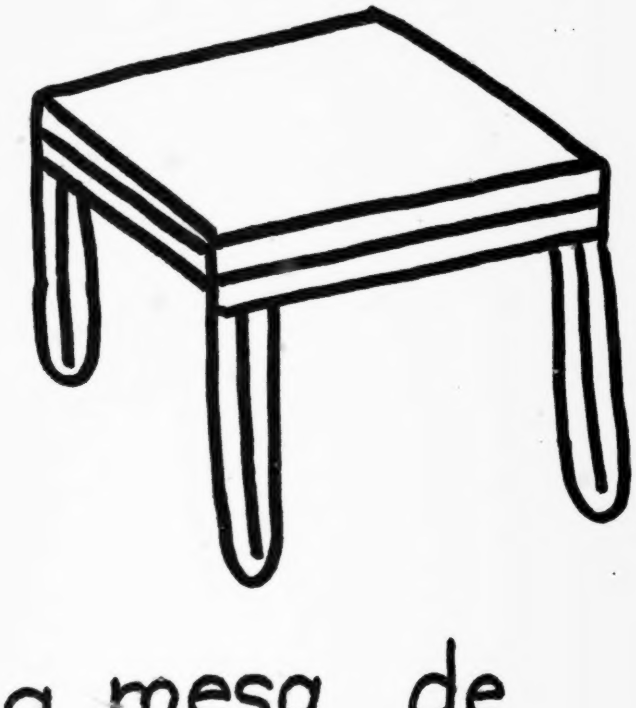
El refrigerador



La estufa

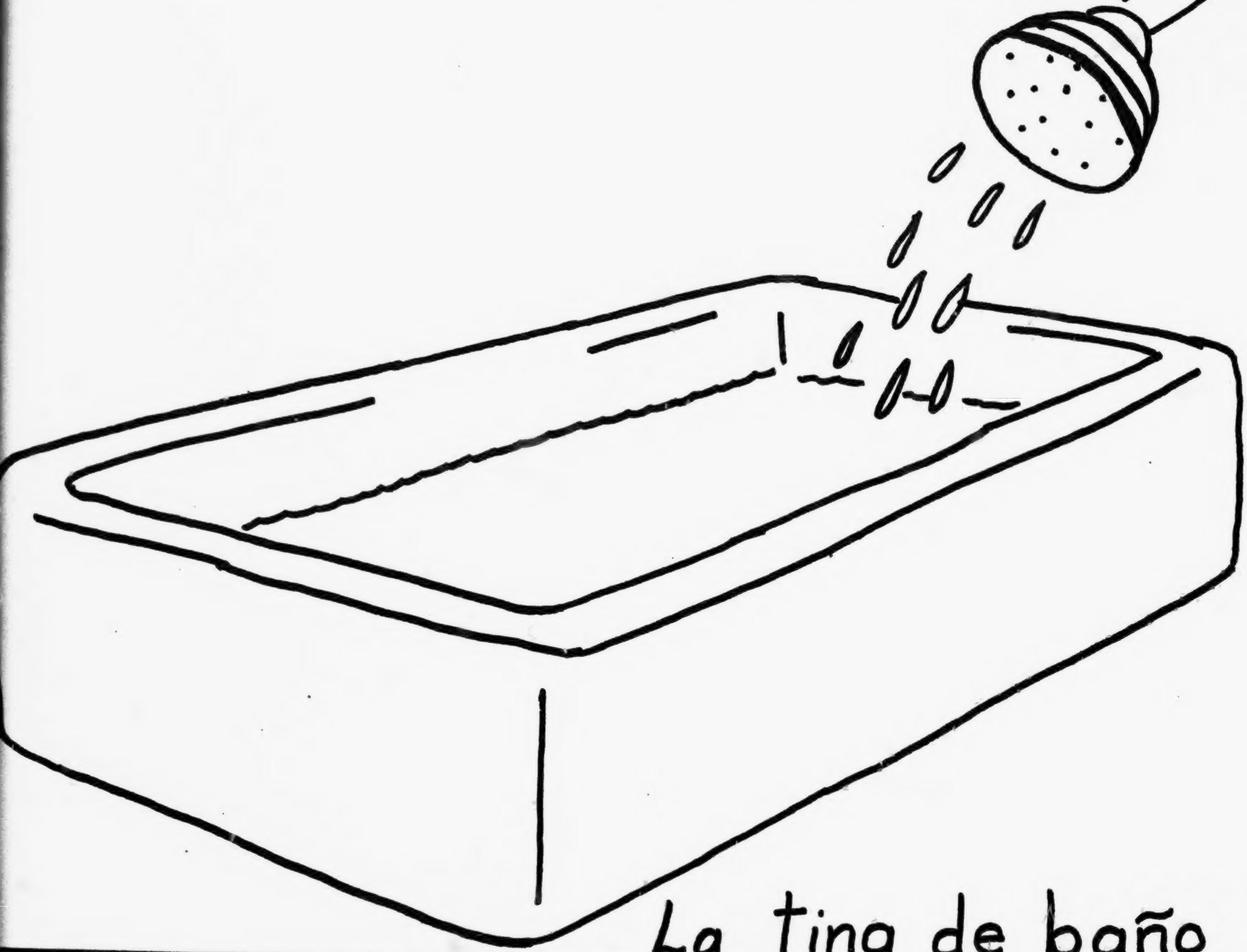


El gabinete

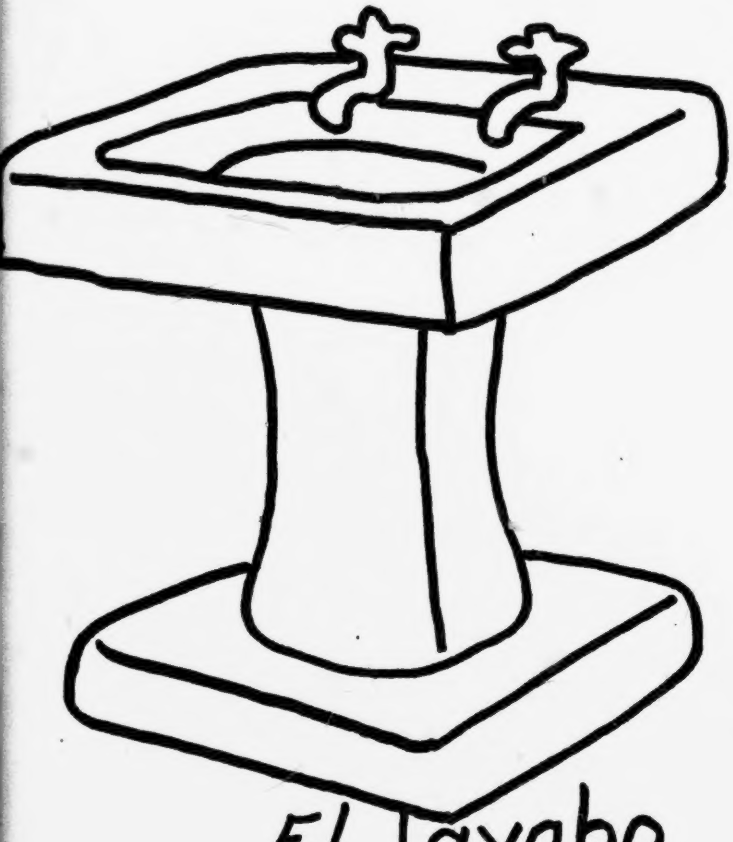


La mesa de cocina

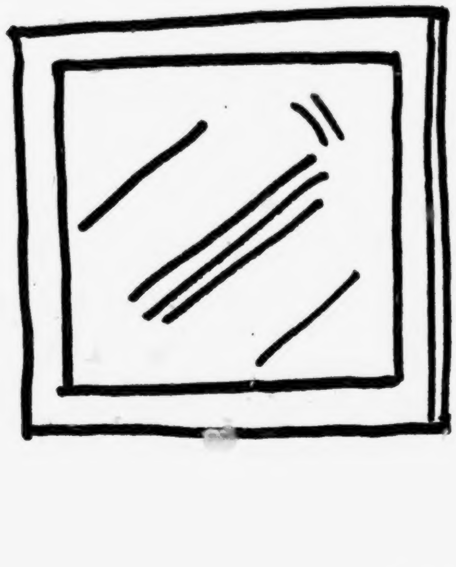
Muebles de la Casa



La tina de baño

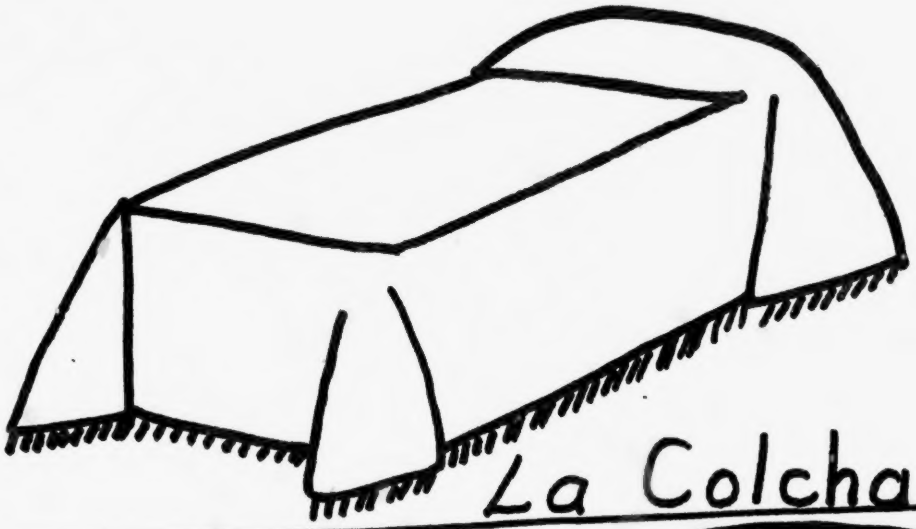


El lavabo

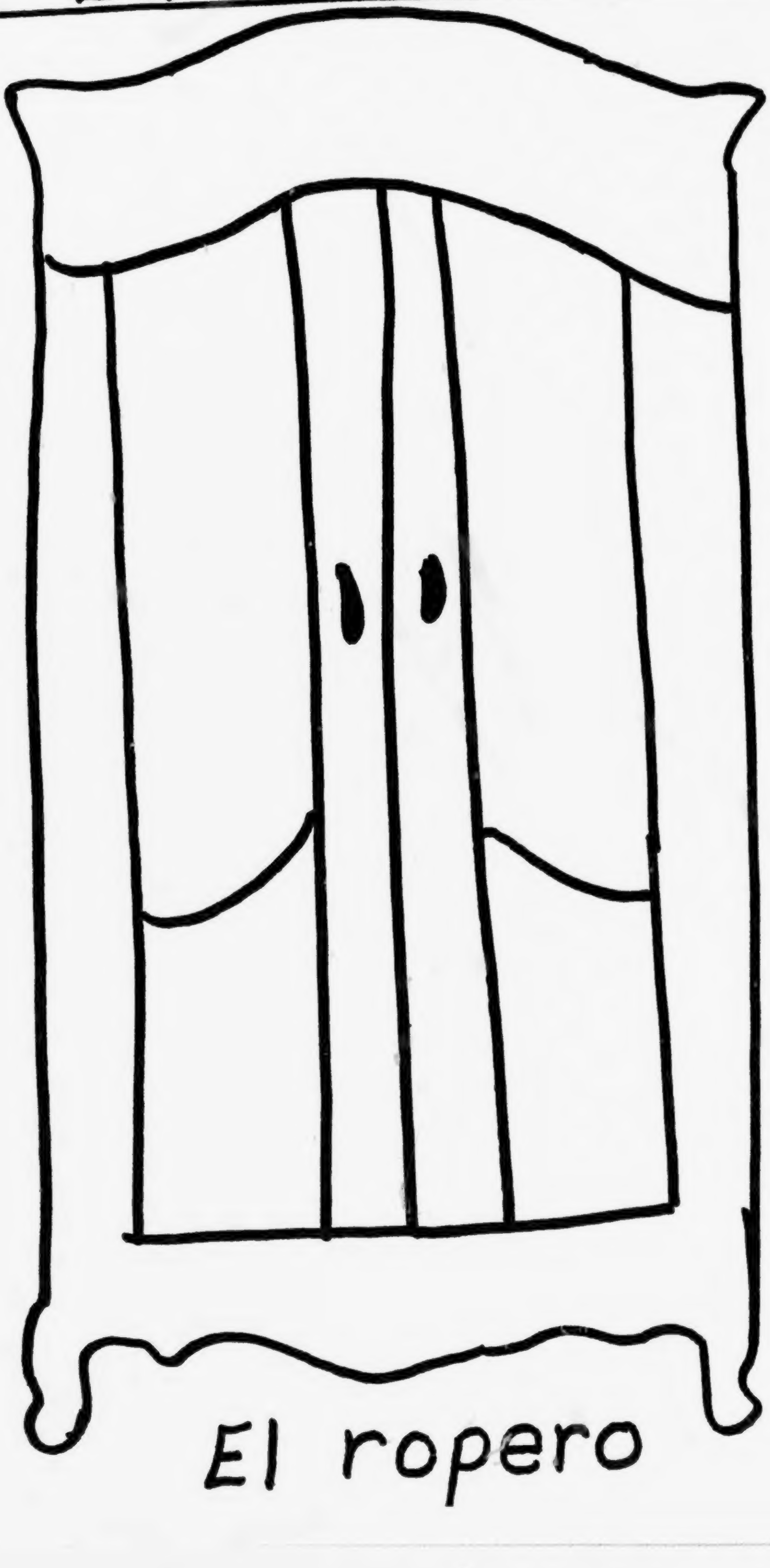


El espejo

Muebles de la Casa



La Colcha de cama

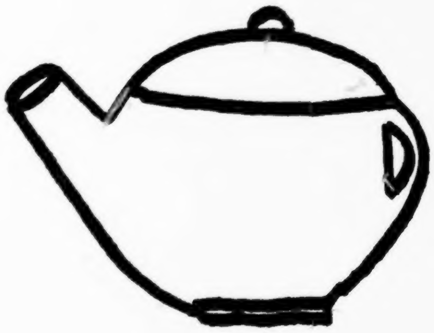


El ropero

Utensilios

El mantel

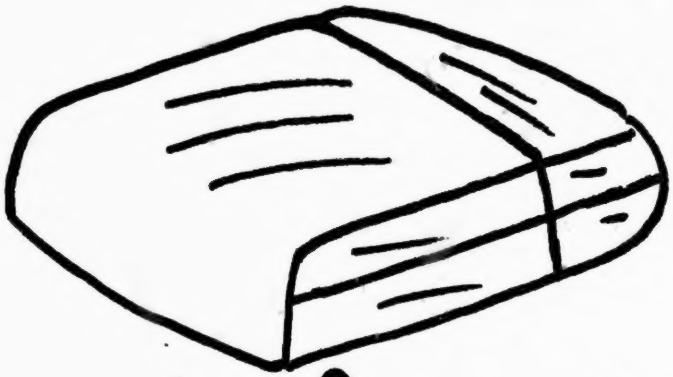
La cafetera



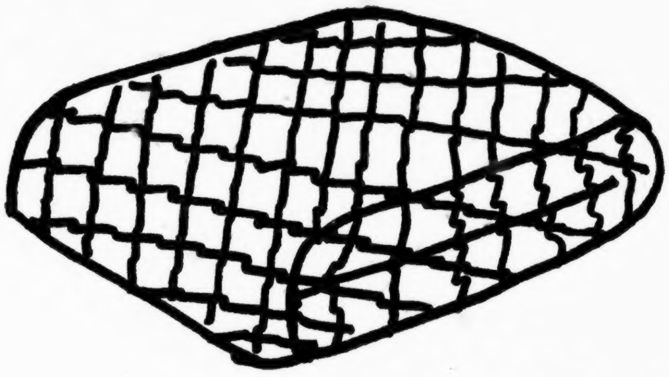
La tetera

Utensilios

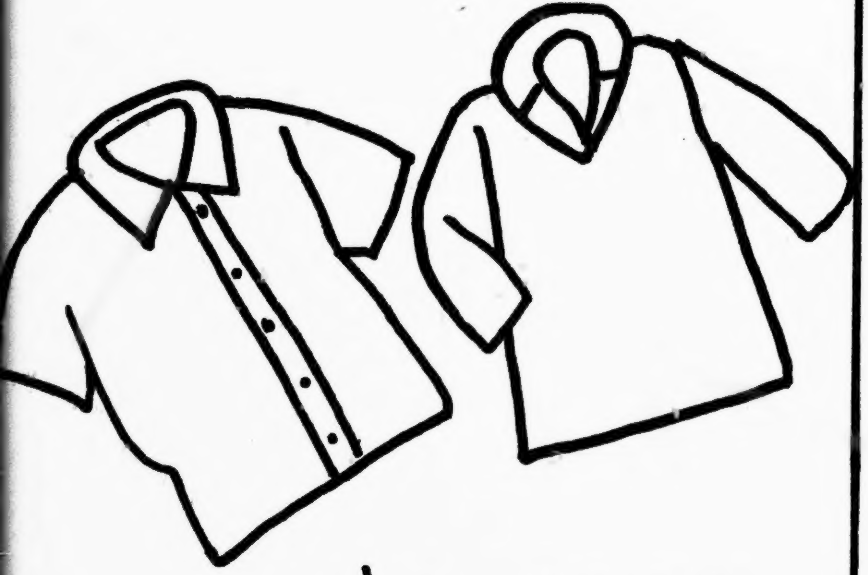
V-LA-29



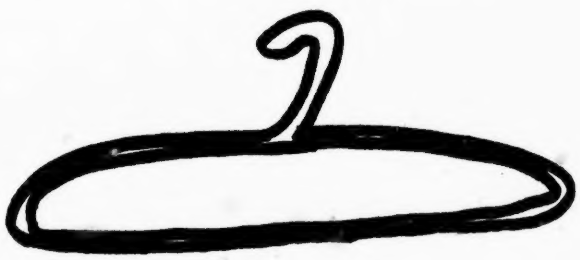
La frazada



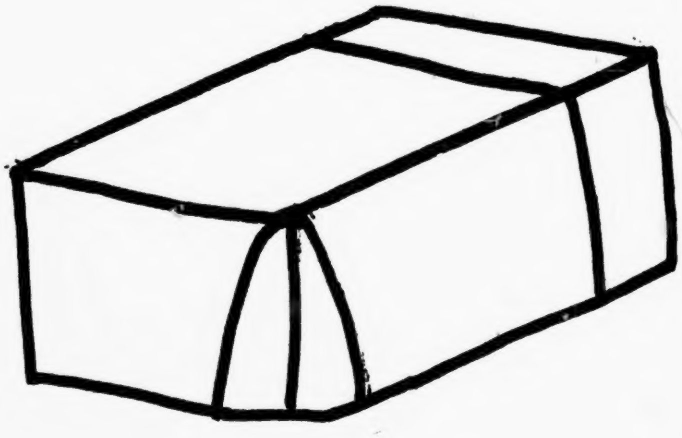
La colcha



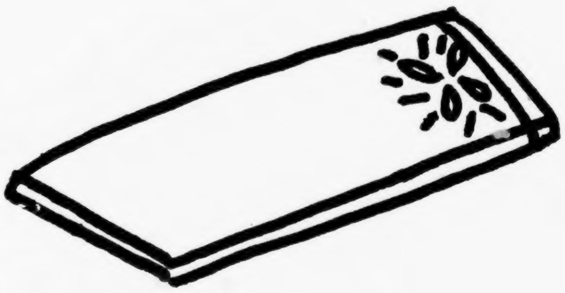
La ropa



El gancho para la ropa



La sábana

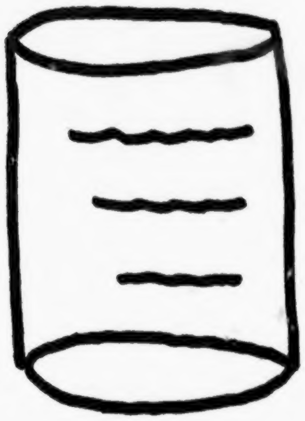


La funda

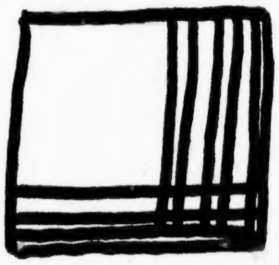
Utensilios

V-LA-30

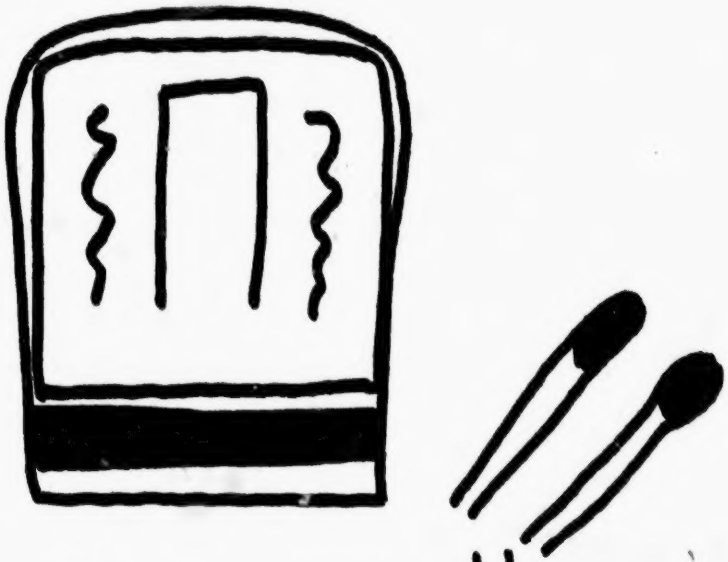
El jabón



El polvo limeador

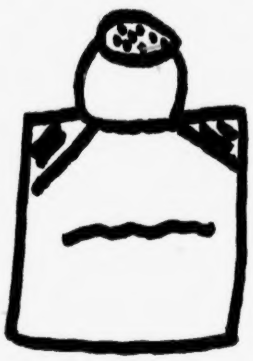


El secador



Los cerillos

El salero

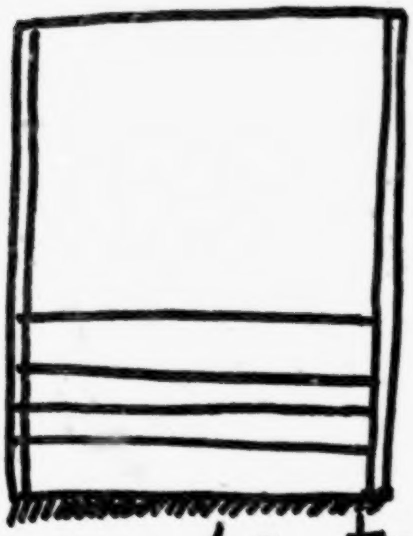


El pimentero

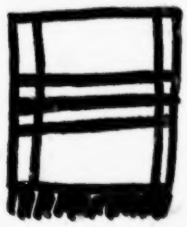
Utensilios

V-LA-31

El tapete de baño



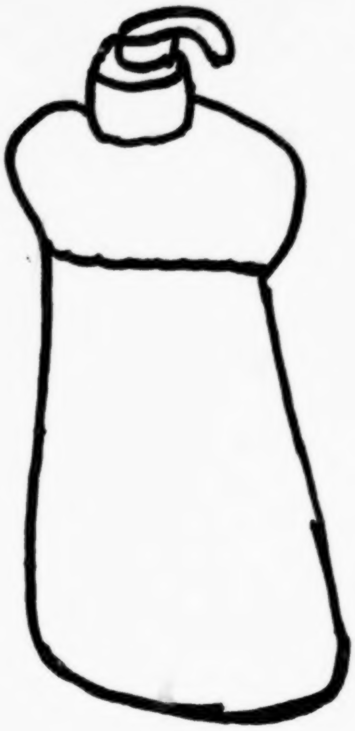
La toalla



La toalla de mano

El agua

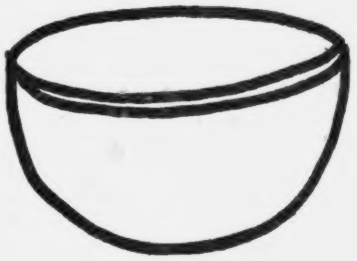
El jabón



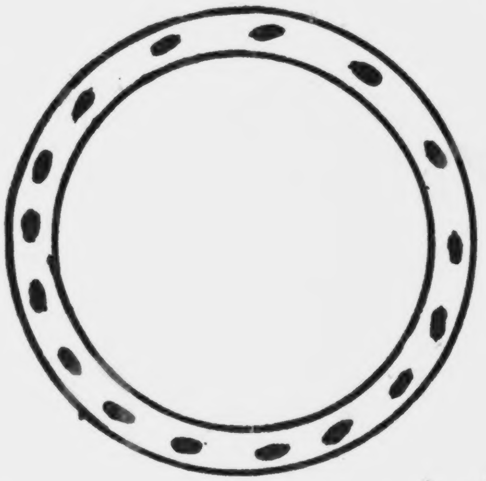
La loción

Utensilios

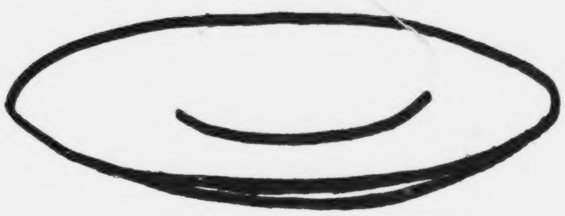
V-LA-32



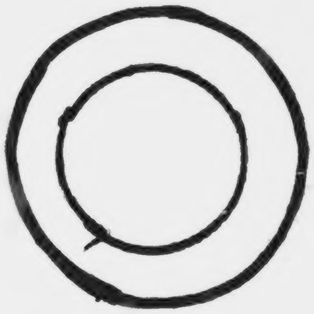
La sopera



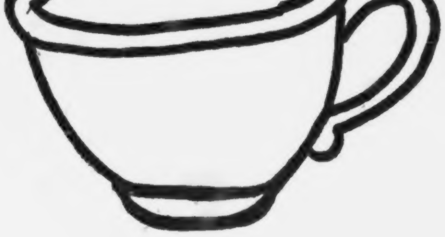
El plato



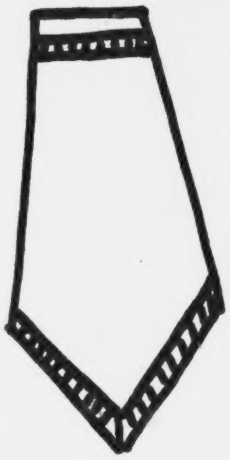
El plato plano



El platillo



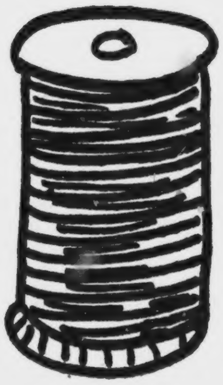
La taza



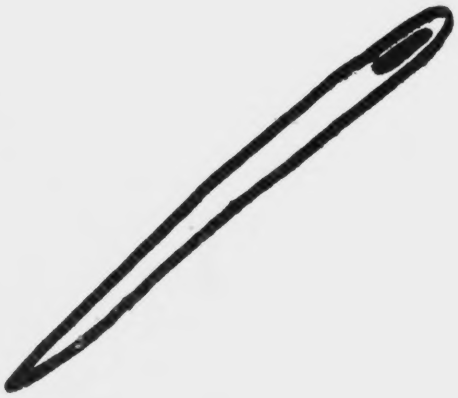
La servilleta

Utensilios

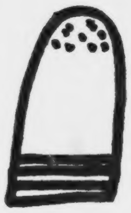
V-LA-33



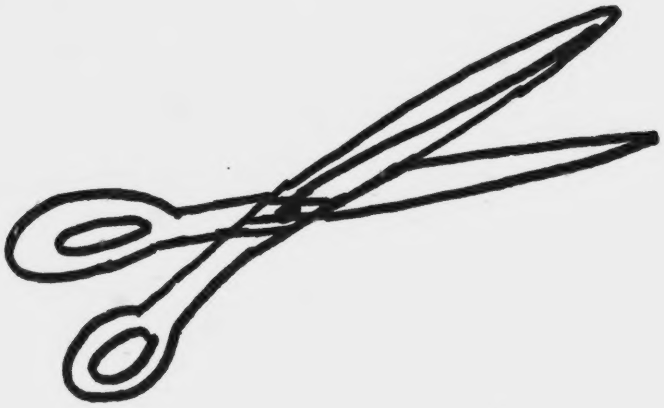
El hilo



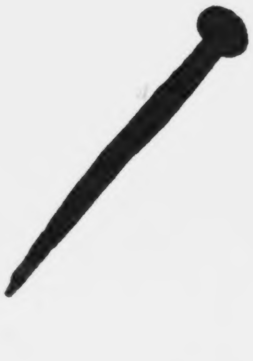
La aguja



El dedal



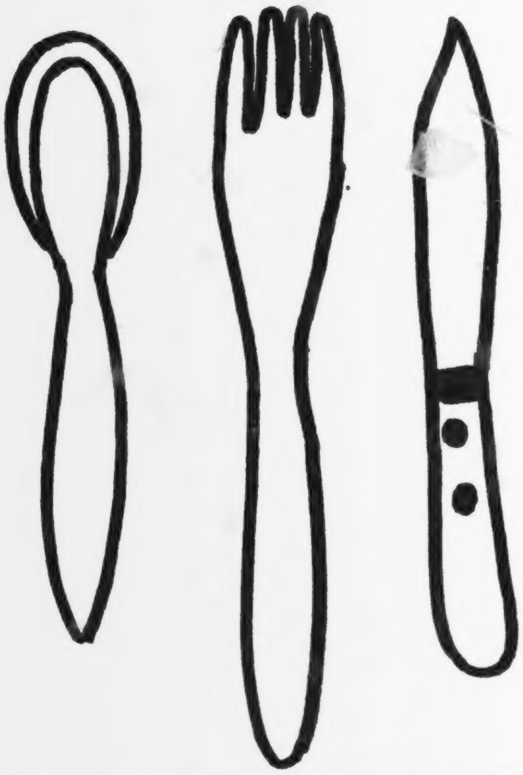
Las tijeras



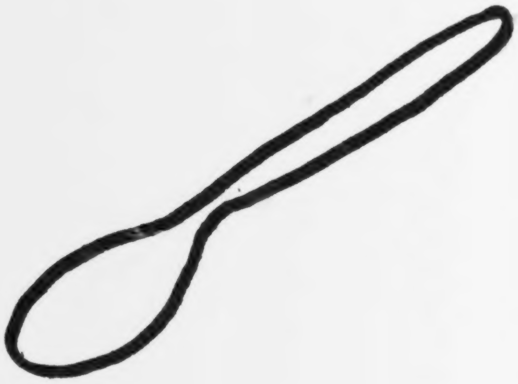
El alfiler

Utensilios

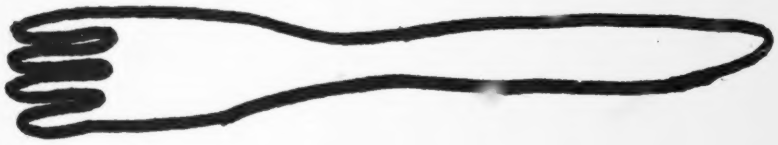
V-LA-34



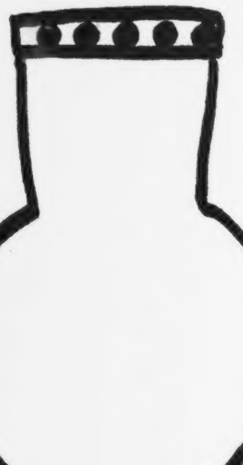
los cubiertos



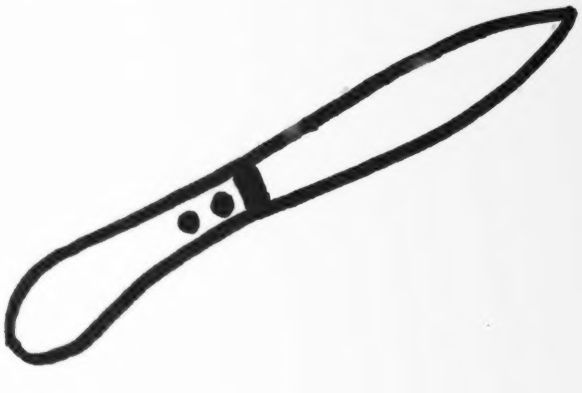
La cuchara



El tenedor



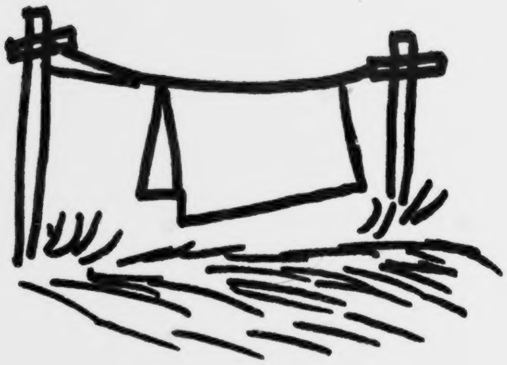
El florero



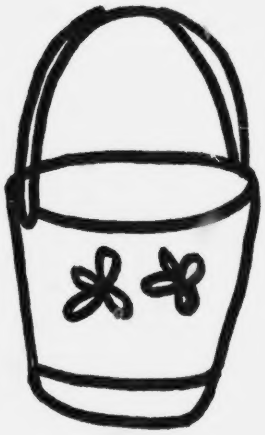
El cuchillo

Utensilios

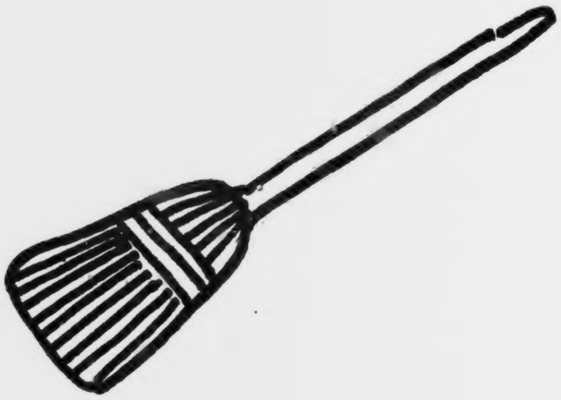
V-LA-35



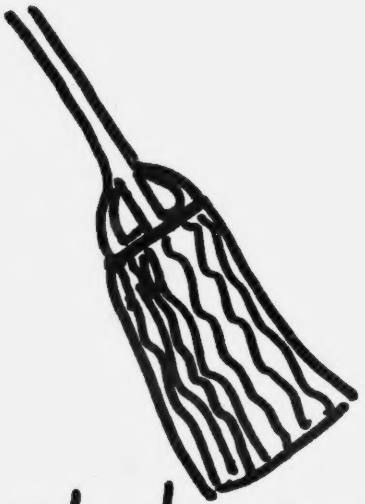
La soga para la ropa



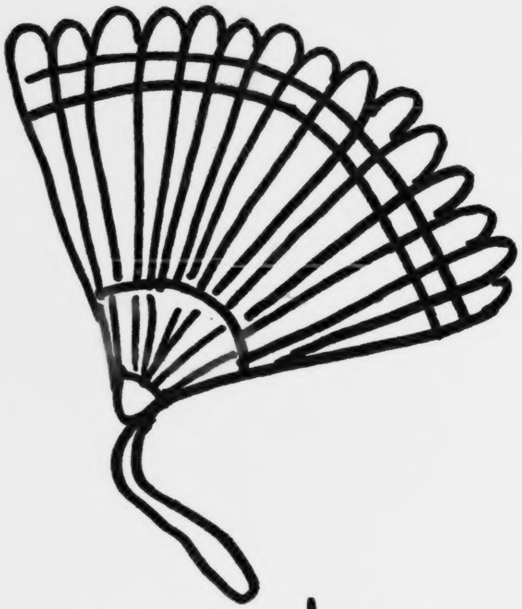
La cubeta



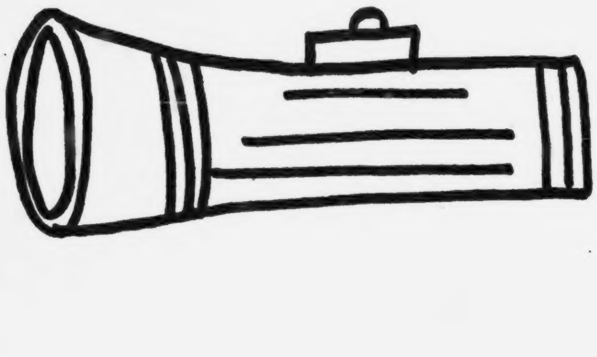
La escoba



El trapeador

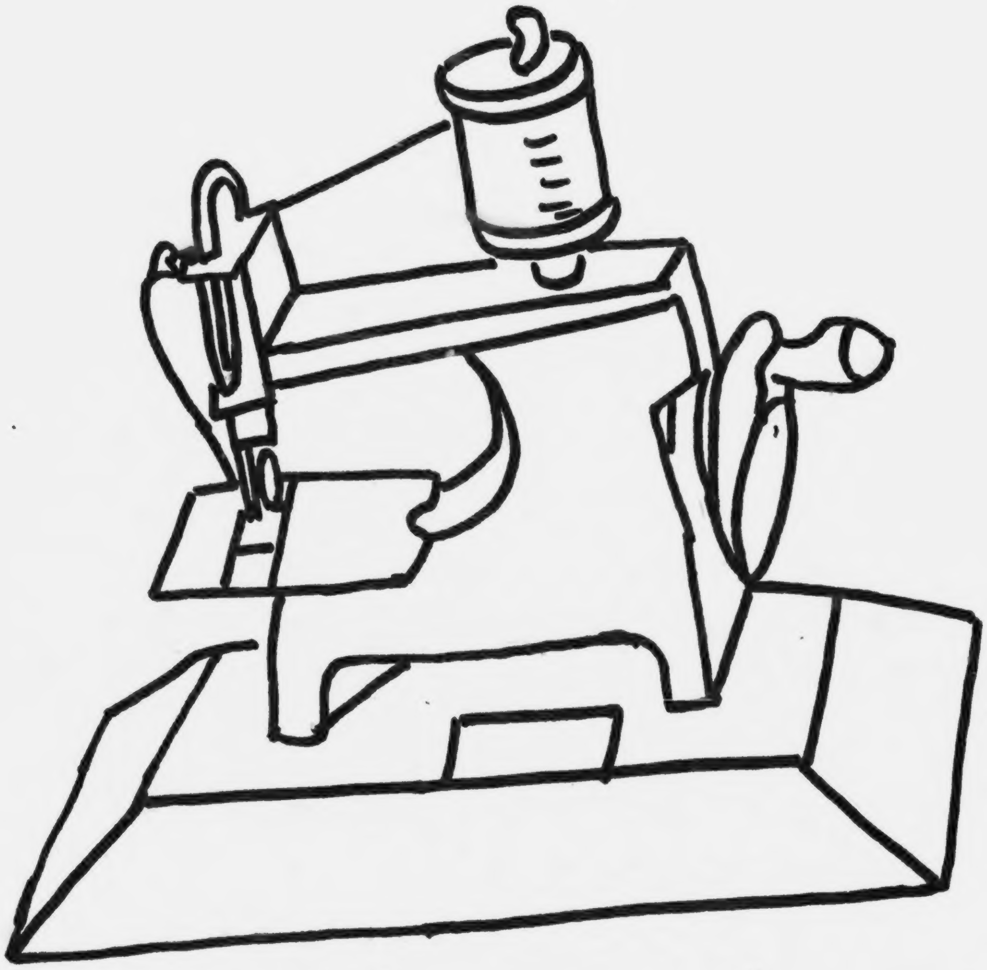


El abanico

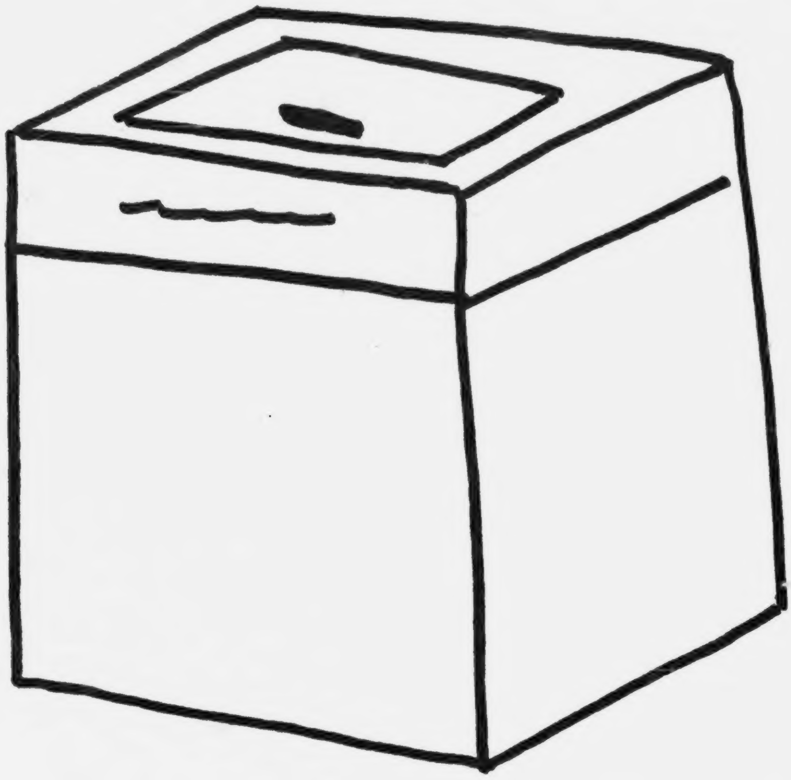


La Lámpara de mano

Utensilios



La Máquina de coser

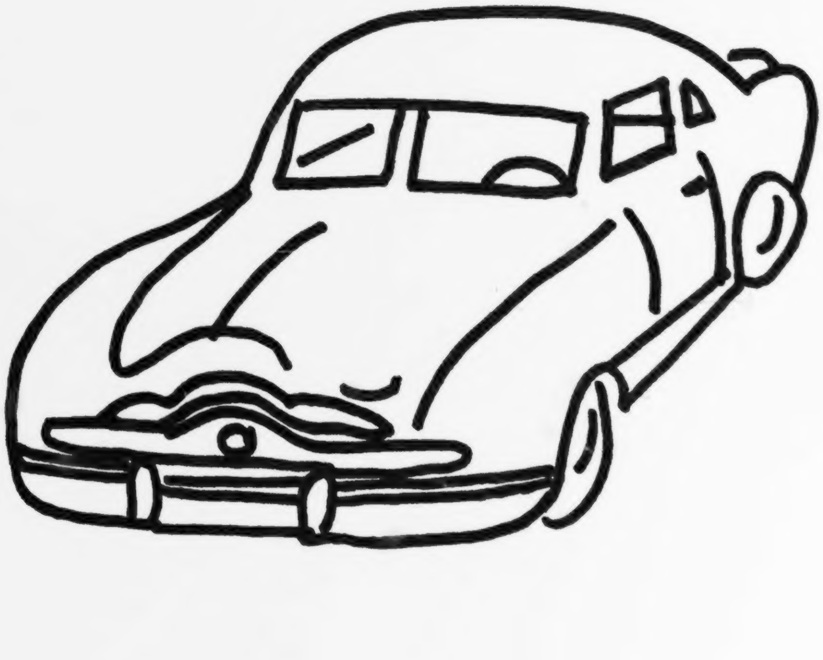


La Máquina de lavar

Transportación

V-LA-37

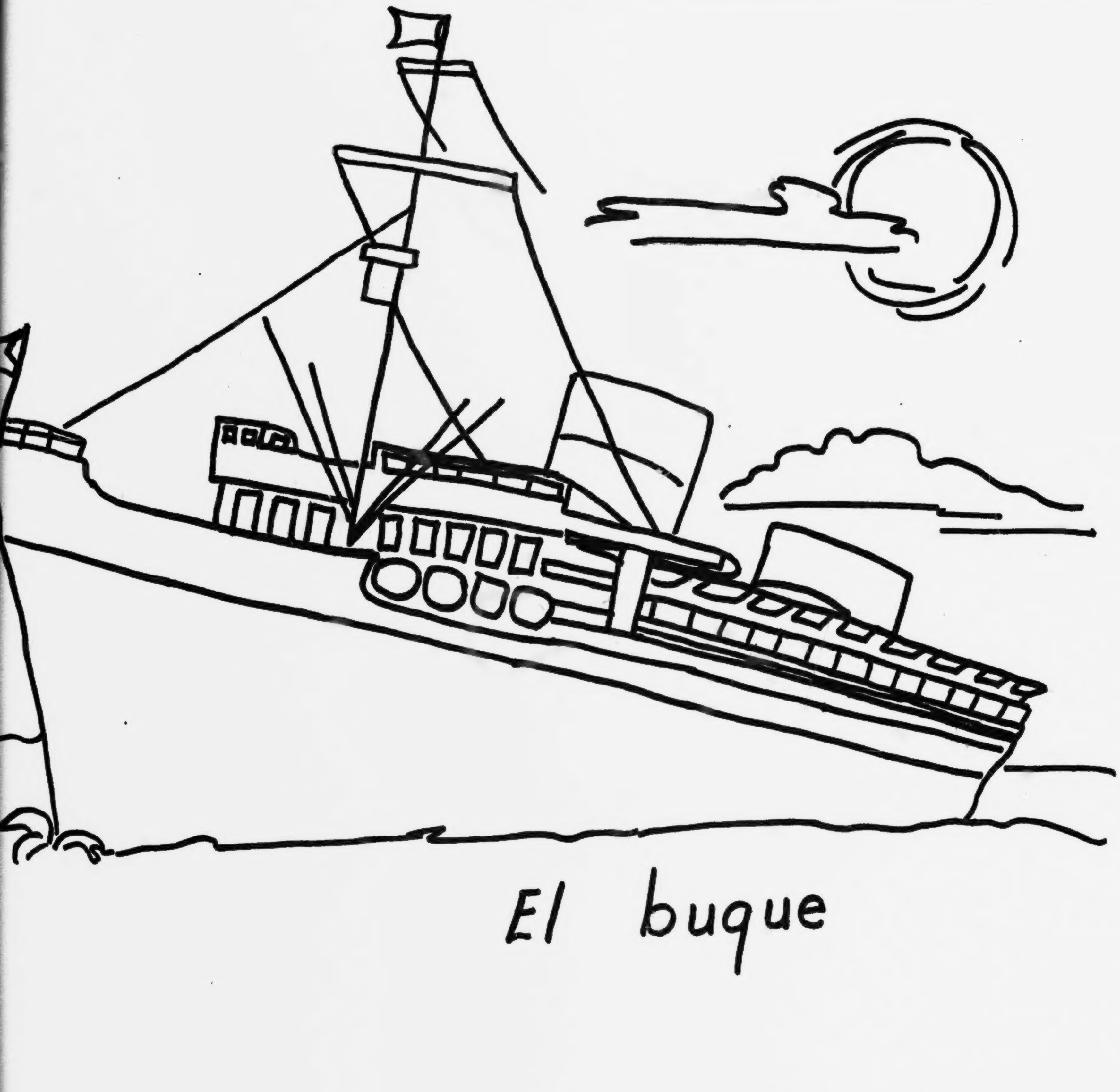
El avión



El automóvil

Transportación

V-LA-38



El buque

Transportación

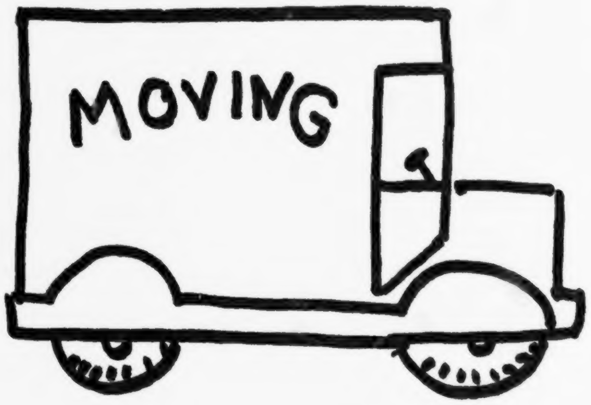
V-LA-39

La locomotora

El barco de Vela

Transportación

El autobús



El camión

VOCABULARIO: ESTUDIOS SOCIALES

I. La familia V-ES-1

II. Frutas y vegetales V-ES-3

III. Niños de otros países V-ES-10

IV. Ayudantes de la comunidad V-ES-20

El policía V-ES-20
El bombero V-ES-21
El cartero V-ES-22
El lechero V-ES-23
El doctor V-ES-24
El jardinero V-ES-25

V. El rancho V-ES-26

VI. Días de fiesta V-ES-29

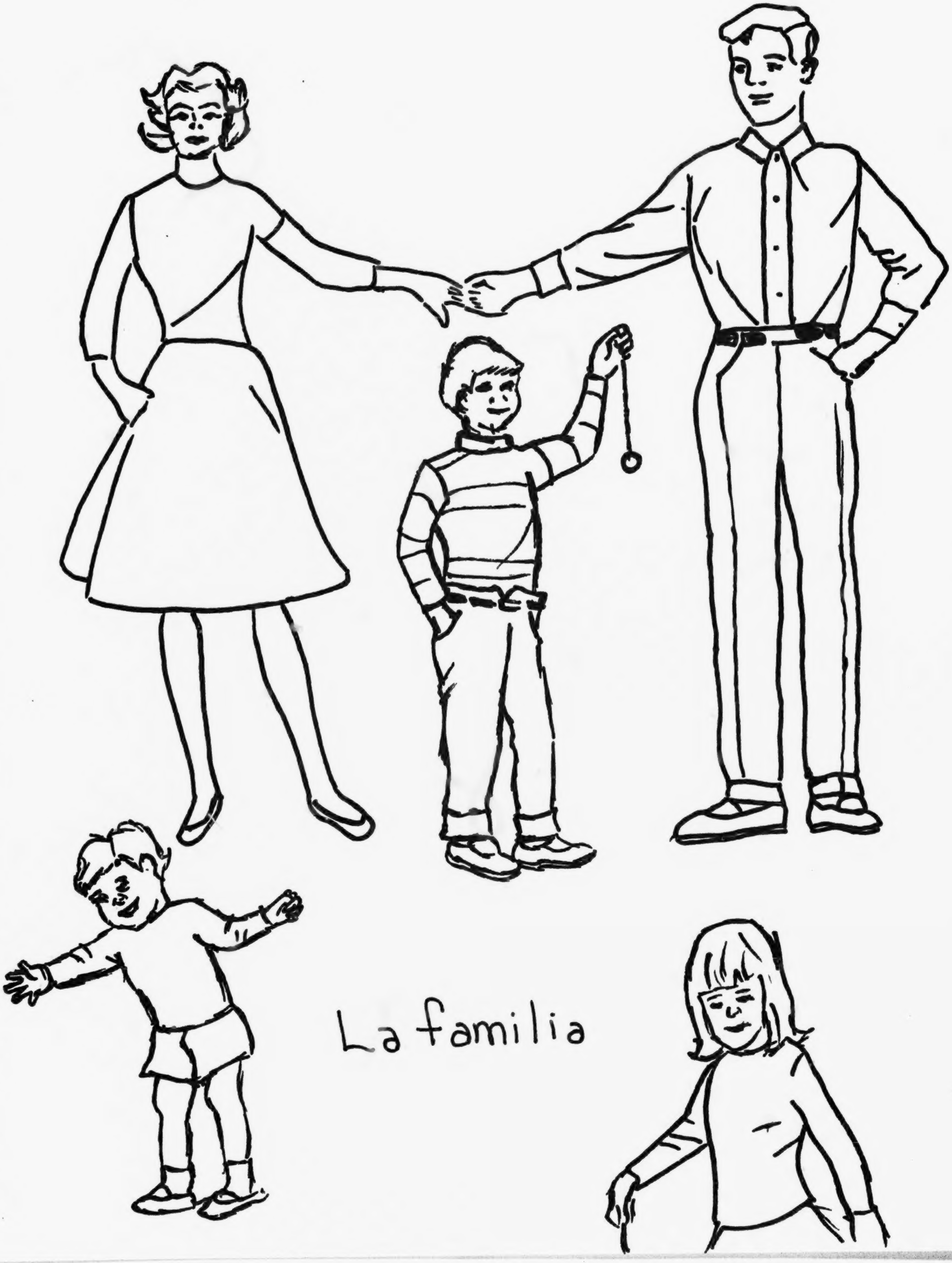
Halloween V-ES-29
Día de acción de gracias V-ES-30
El cumpleaños V-ES-31
La navidad V-ES-32
La pascua V-ES-33

VII. La tierra V-ES-34

Colaboradores: Emma Galindo
Humberto Sáenz
Johnny Córdova
Mary Lou Rivera

La familia

V-ES-1



La familia

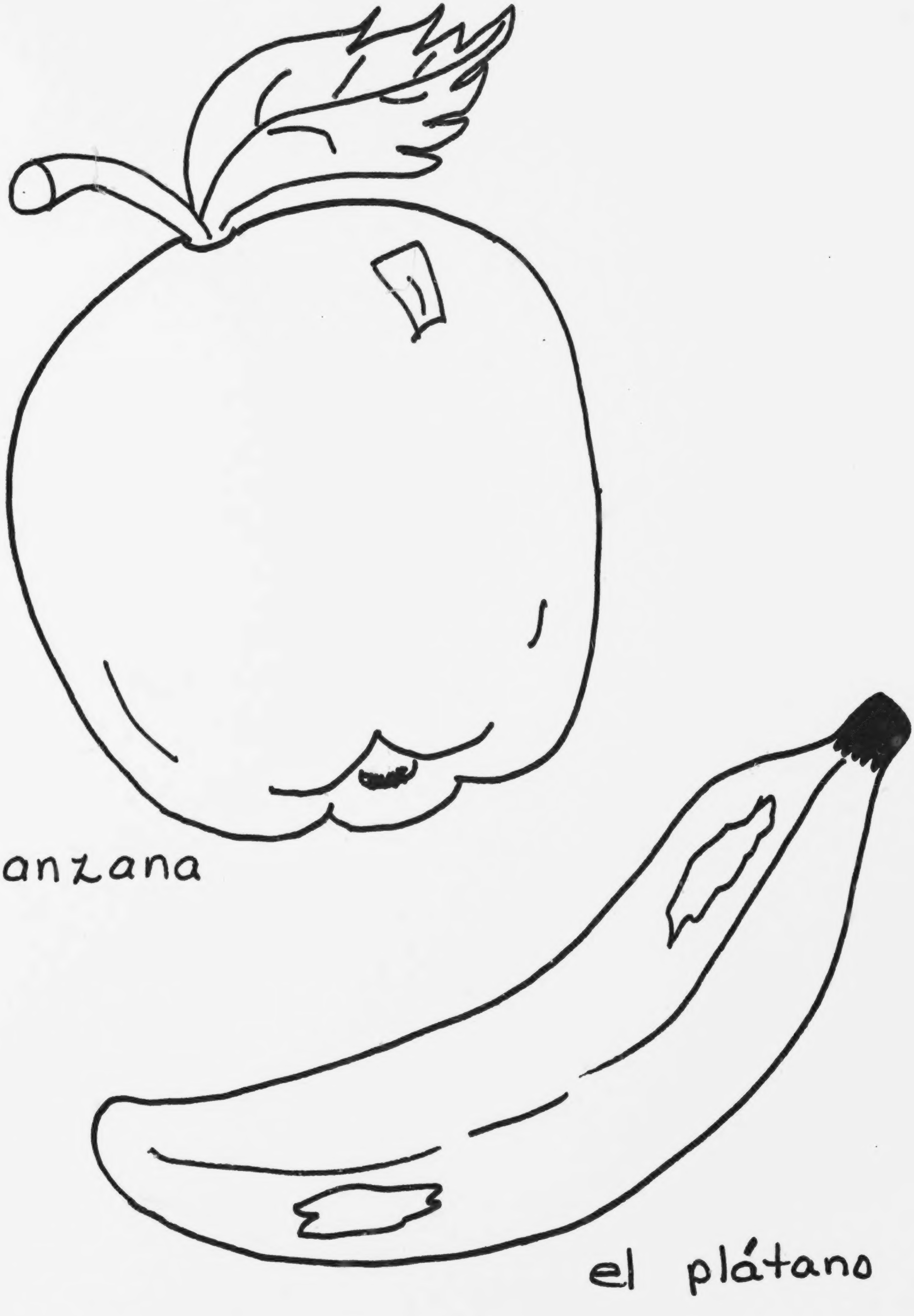
el niño

la niña

el bebé

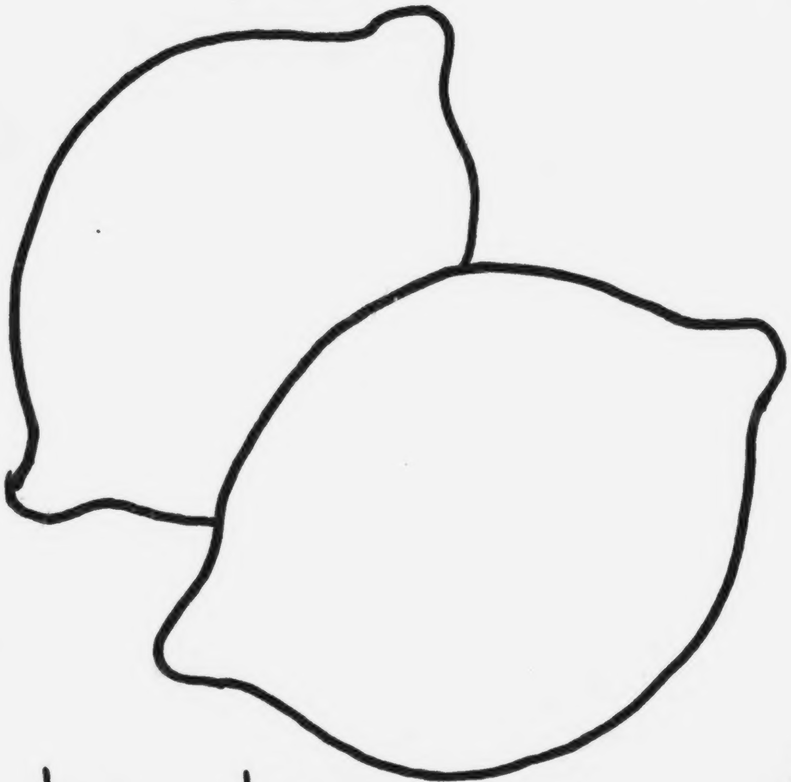
Frutas y Vegetales

V-ES-3



la manzana

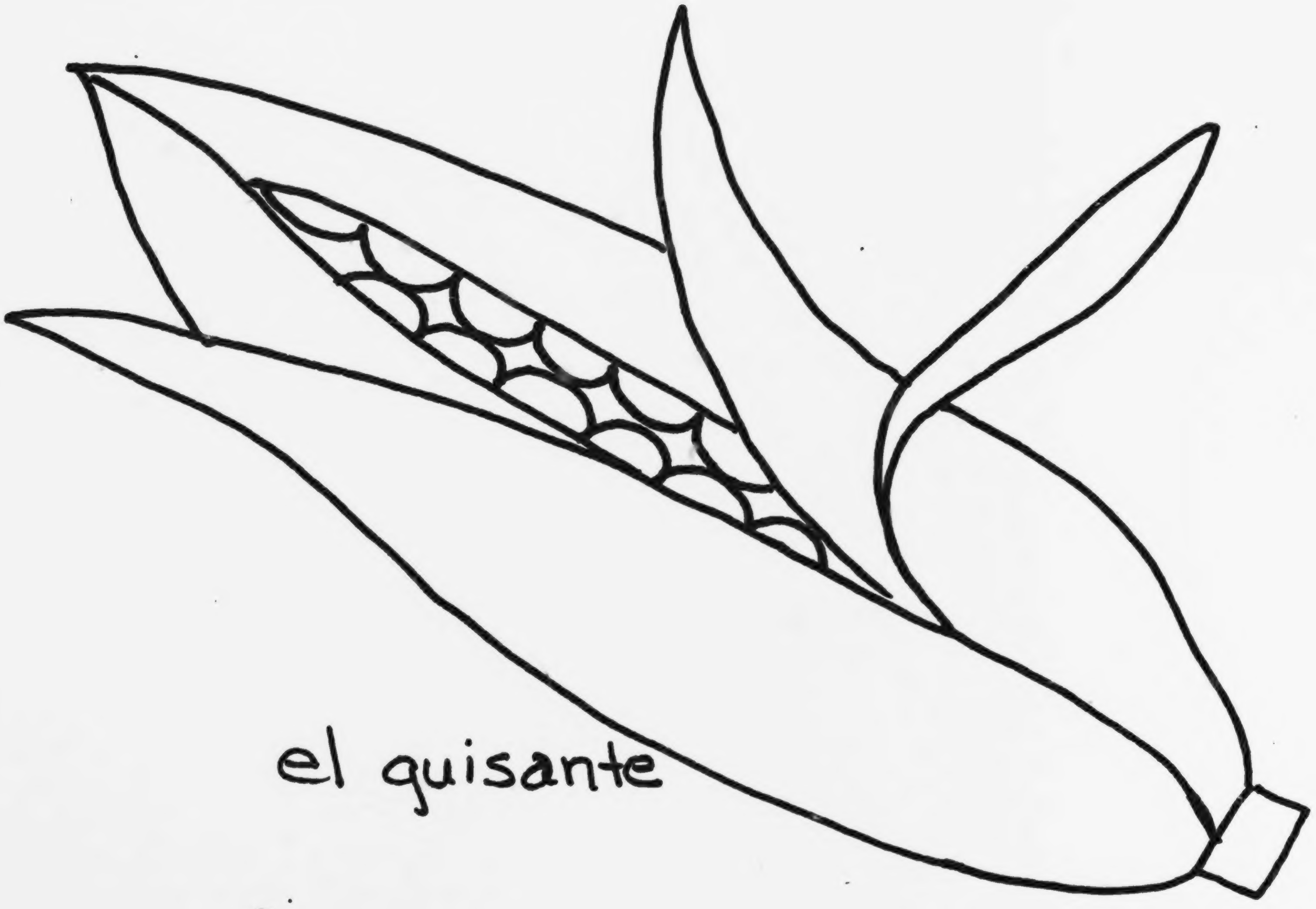
el plátano



los limones

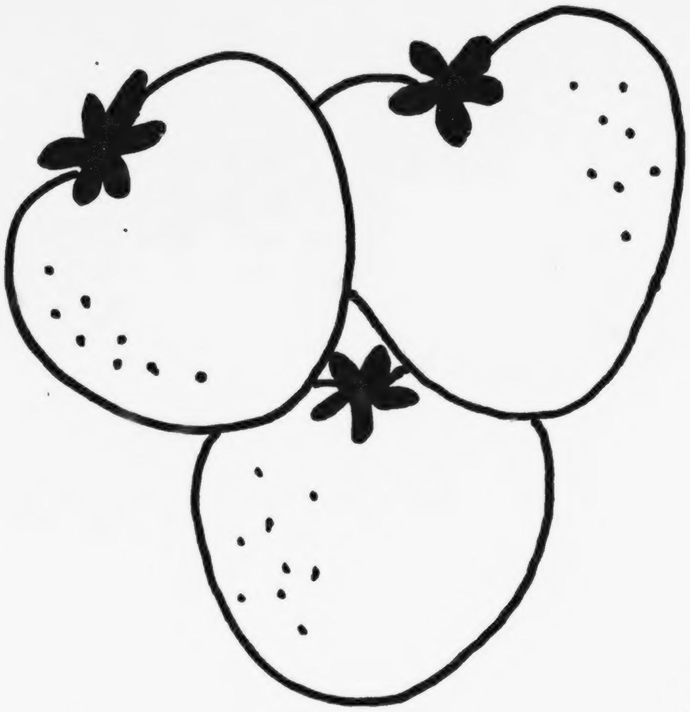
la papa

las ciruelas



el quisante

la zanahoria



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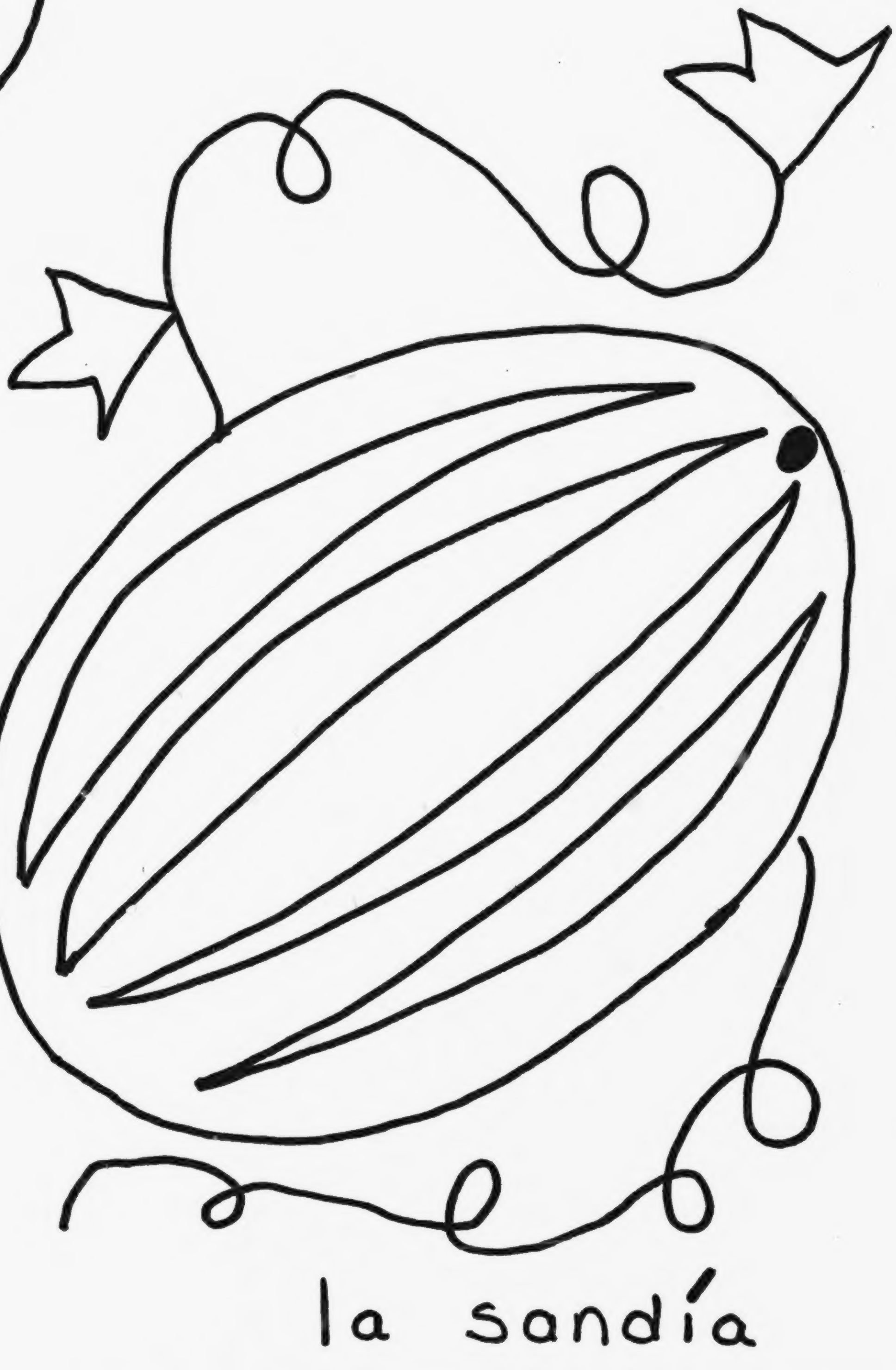

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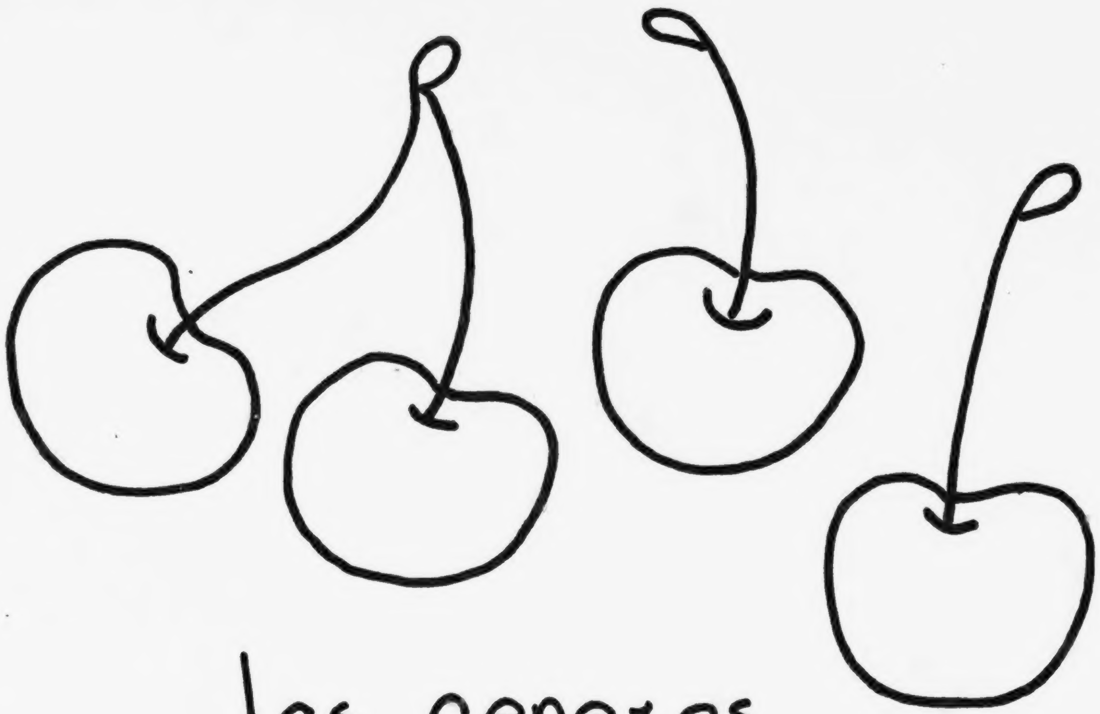

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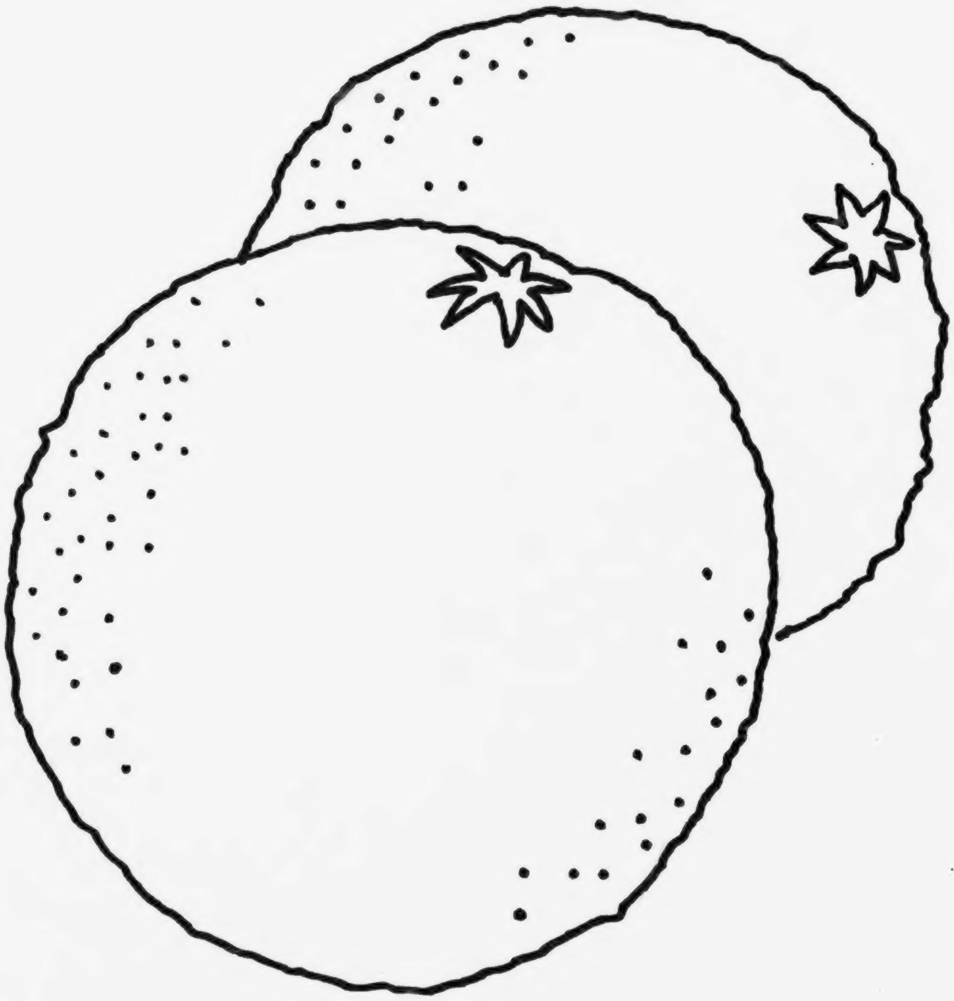

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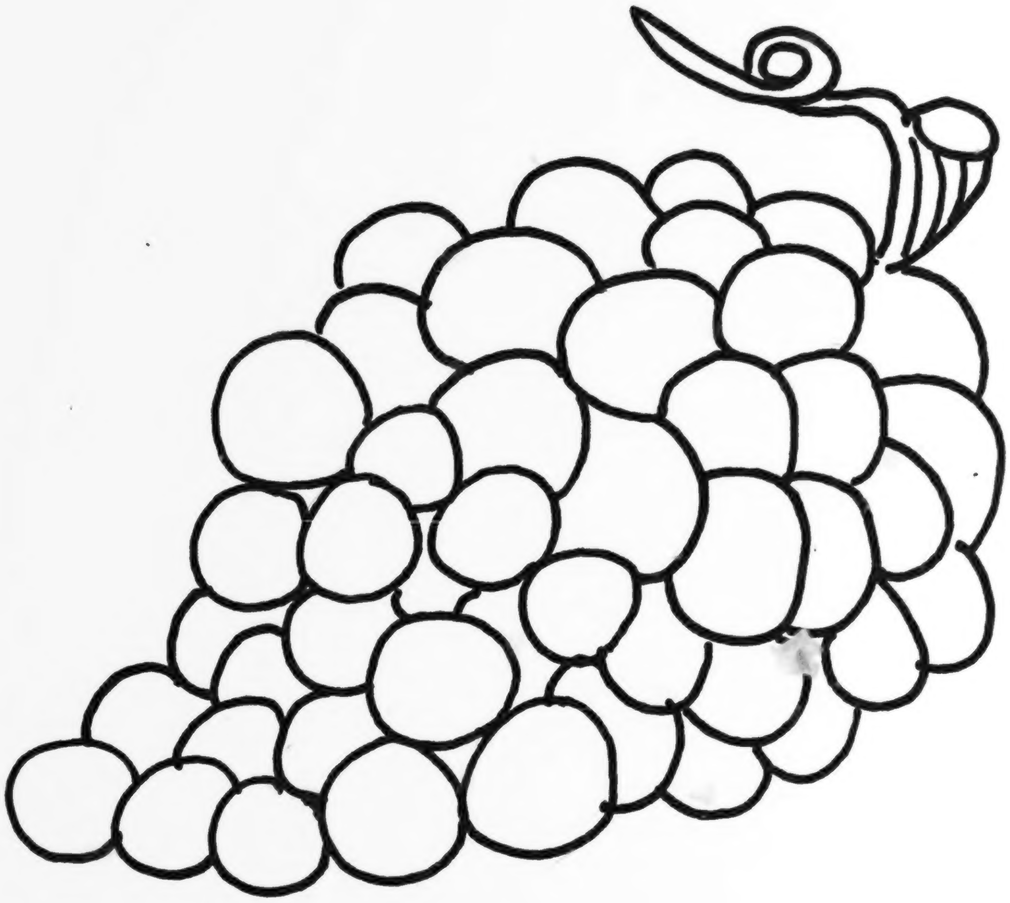

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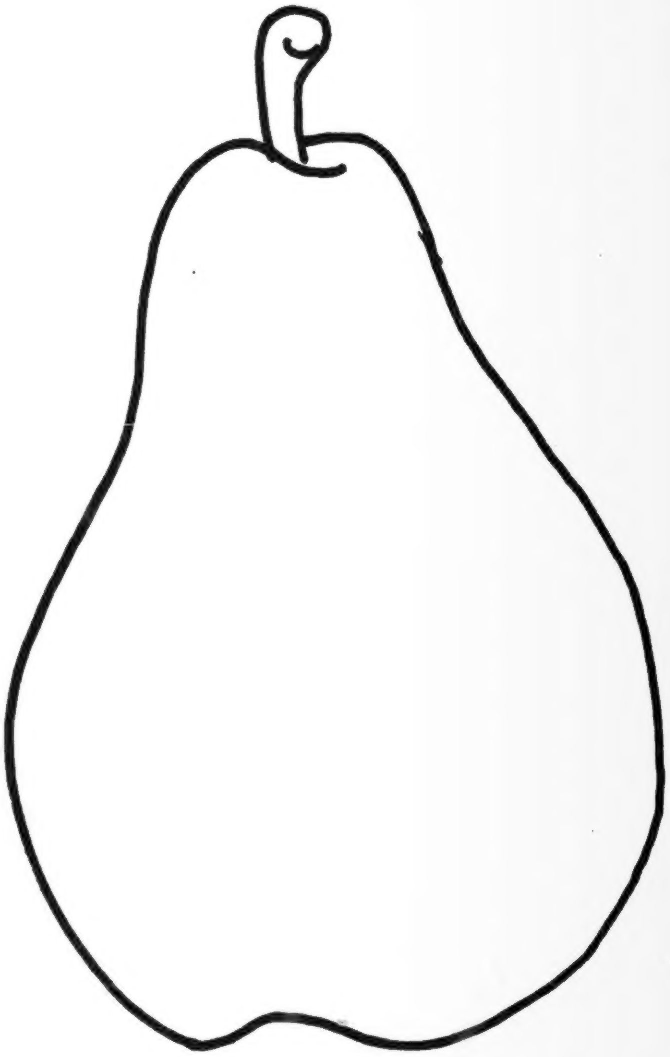

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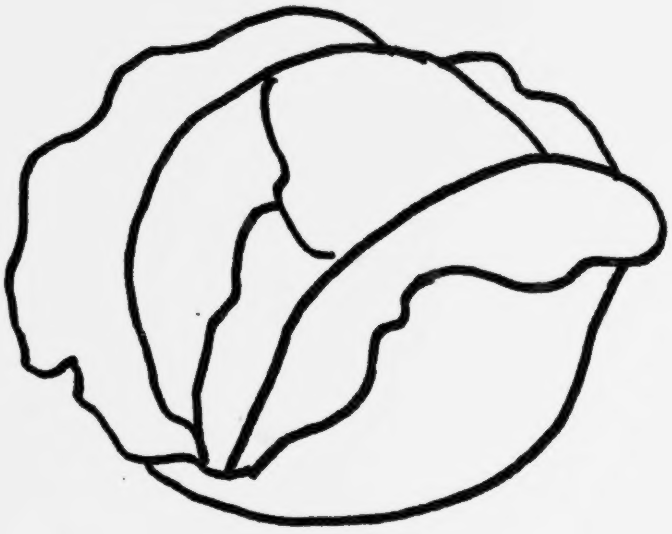

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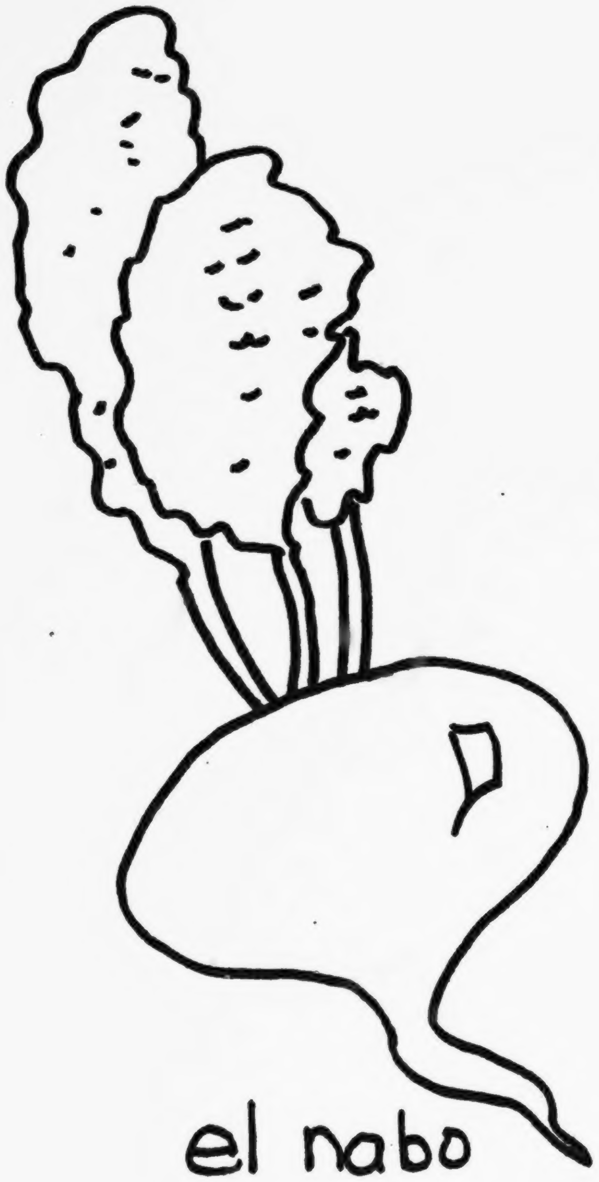


el nabo

el elote

el tomate

Niños de otros países

Holanda

España

Japón

Ingaterra

Suiza

China

México

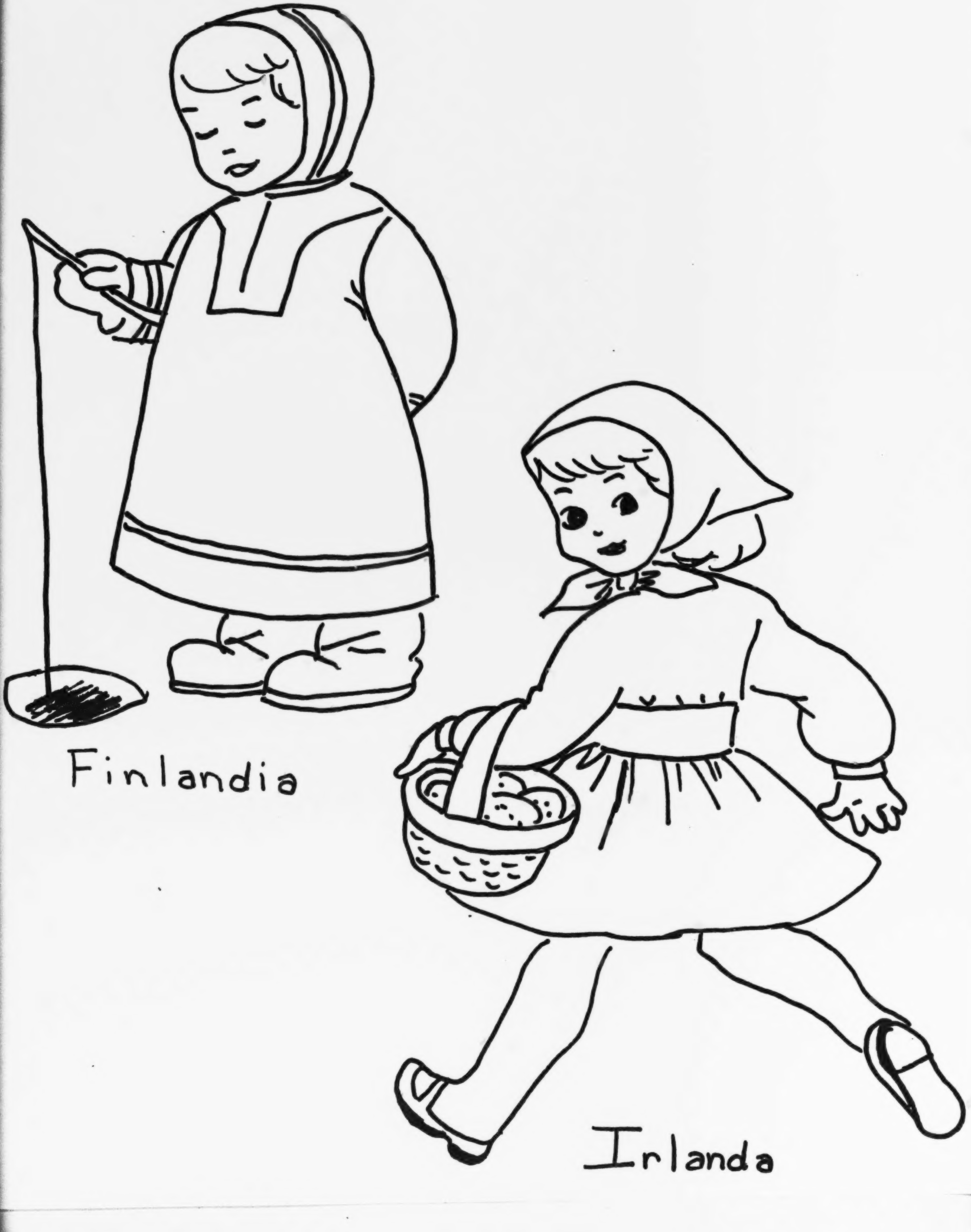
Francia

Italia

África

Arabia

Rusia


Finlandia
Irlanda

India

Polonia

Noruega

Escocia

V-ES-20

El Policía

El policía

la placa

el silbato

la pistola

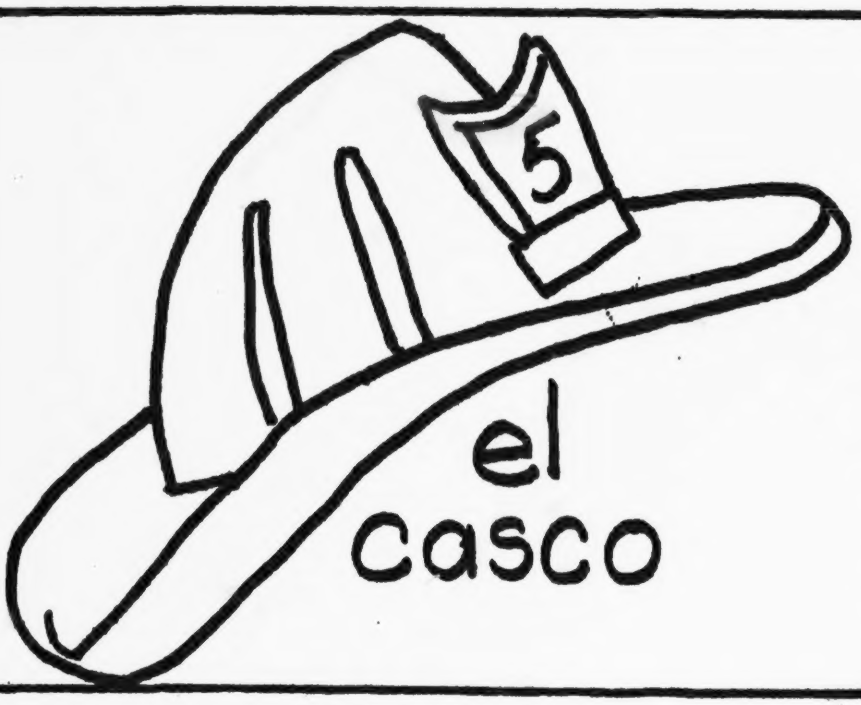
la macana

la funda pistolera

V-ES-21

El Bombero

el
bombero



el
casco

la
escalera

el hacha

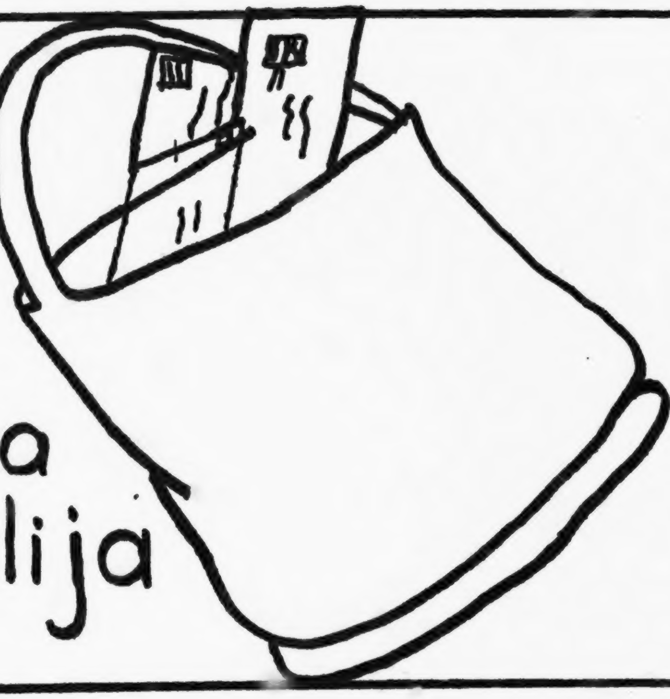
la
manguera

las
botas

V-ES-22

El Cartero

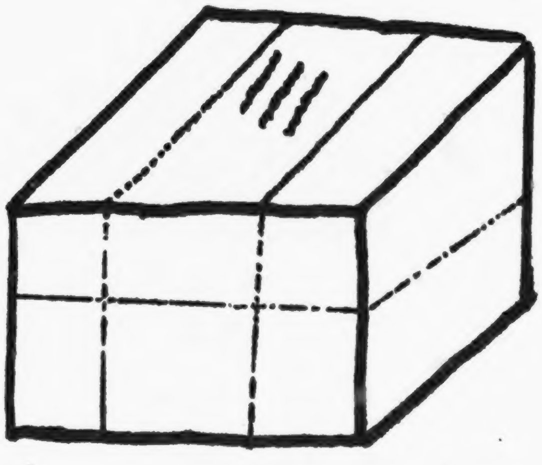
el cartero



la valija

el buzón

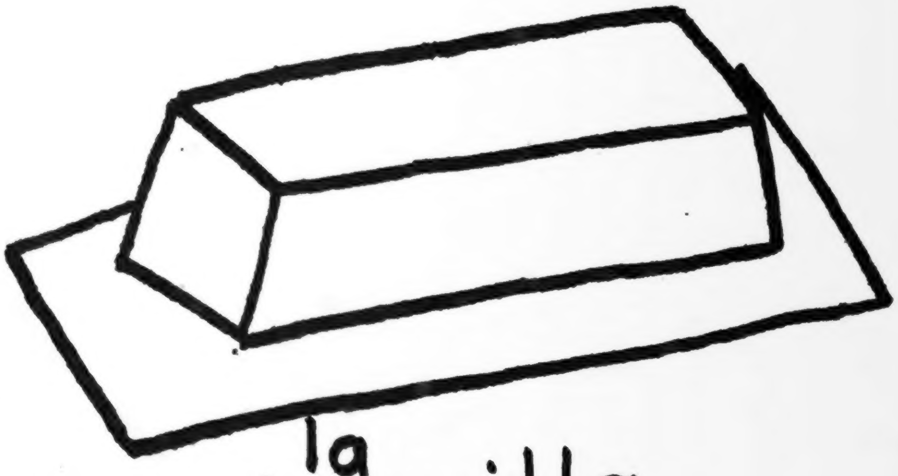
la carta



el paquete

El lechero

el lechero



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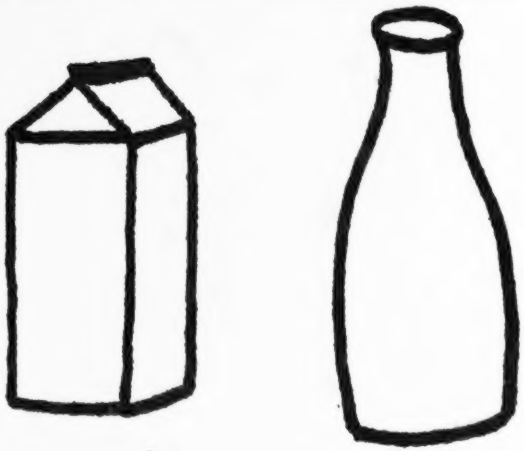

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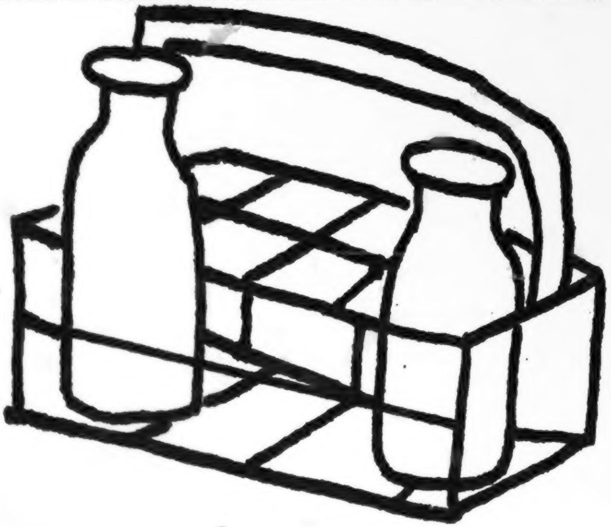

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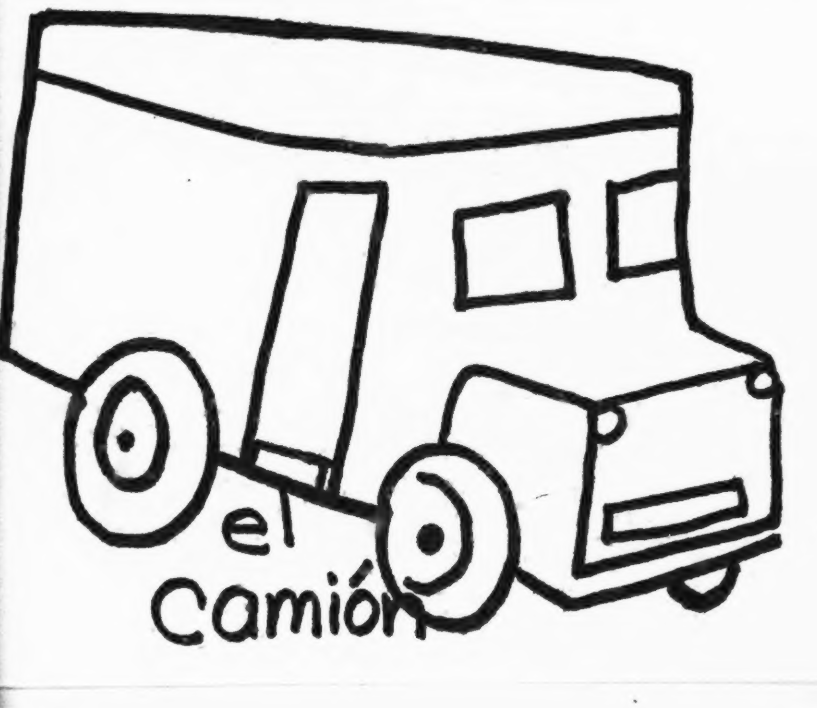
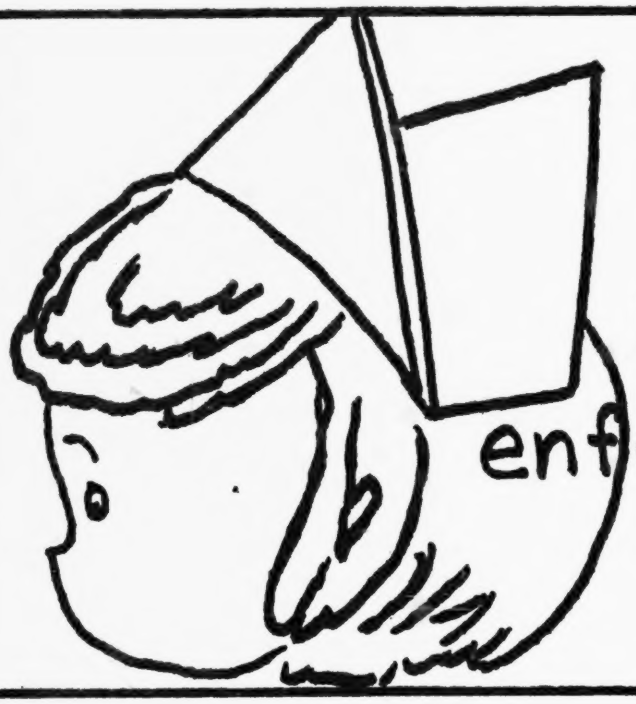


el camión

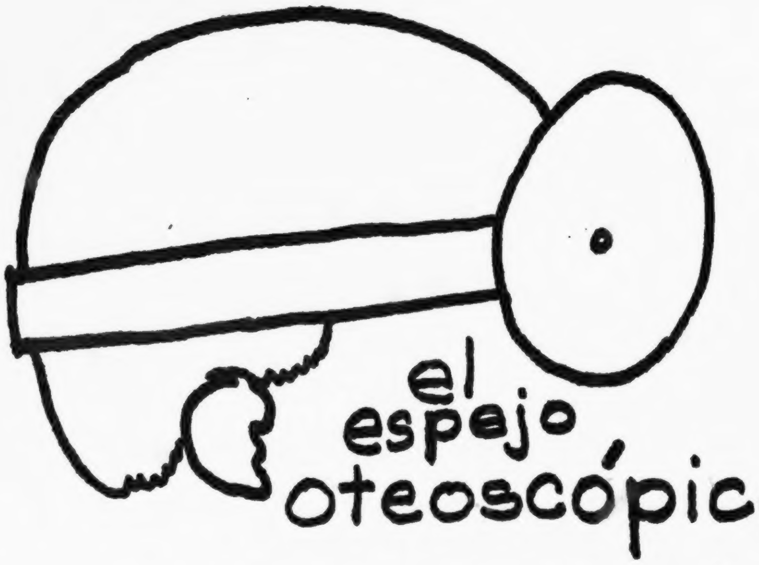
V-ES-24

El Doctor

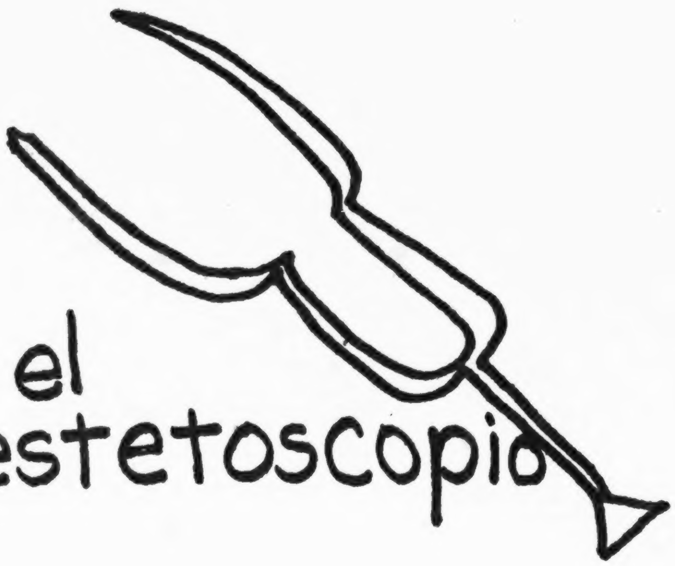
el doctor


la enfermera

el botiquín


el espejo oteoscópico

la jeringa


el estetoscopio

El Jardinero

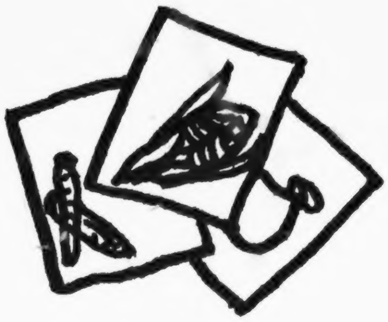
el jardinero

el rastrillo

la pala

el azadón

el balde


las semillas

El Rancho

V-ES-26

la casa

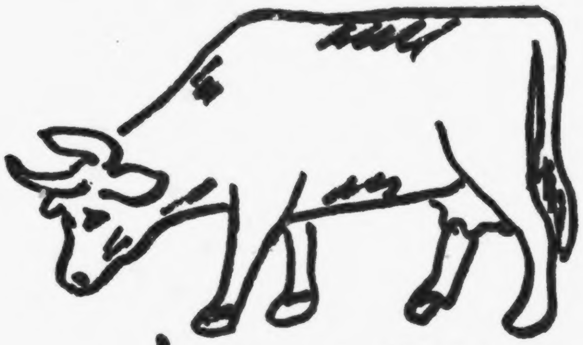
el granero

el silo

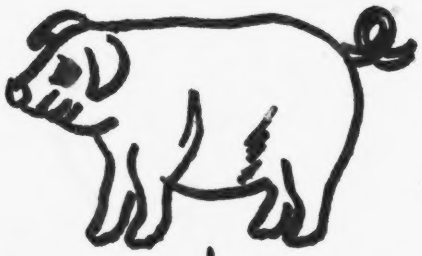
la
casa del perro

el ranchero

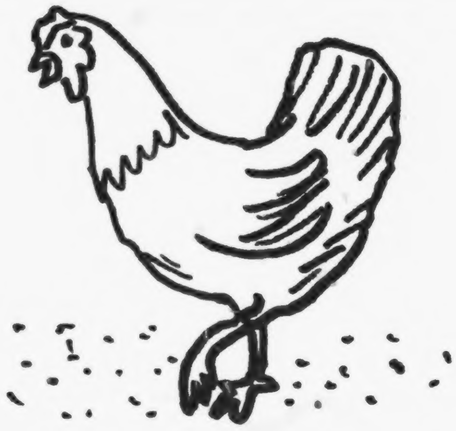
la esposa
del
ranchero



la vaca



el cerdo,
el puerco



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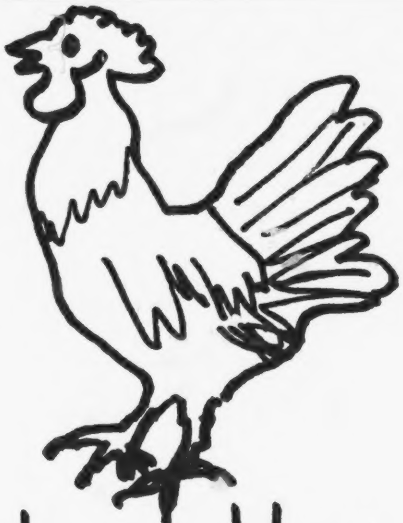

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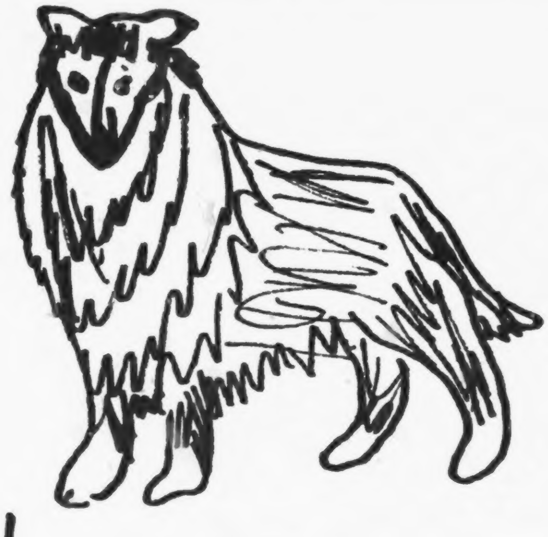

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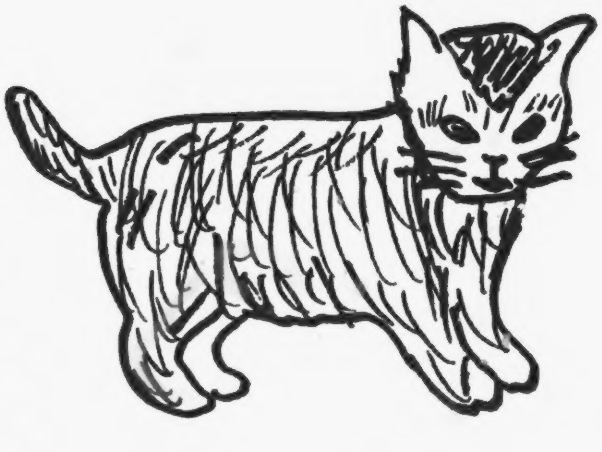

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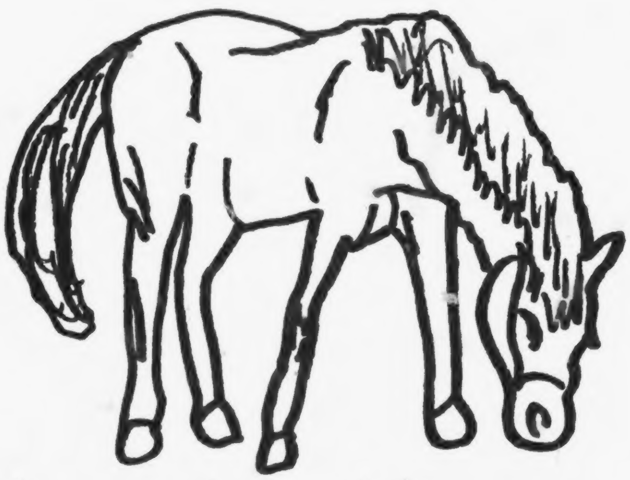
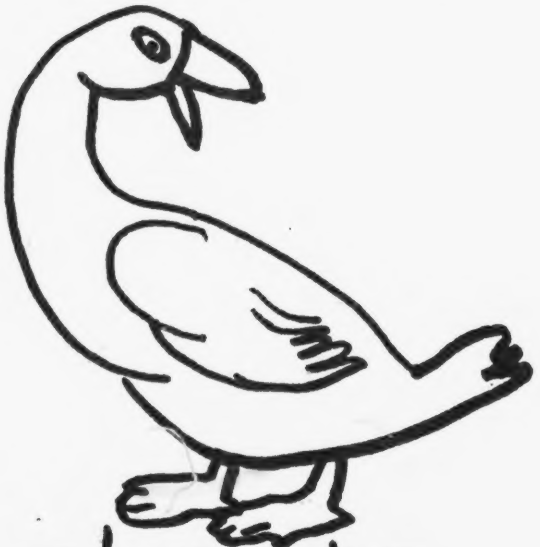
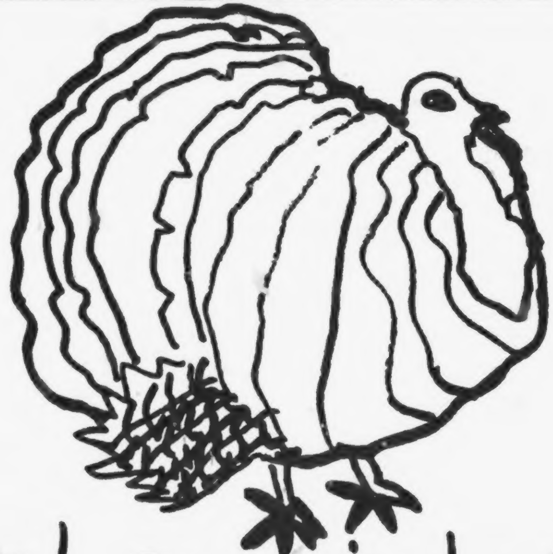


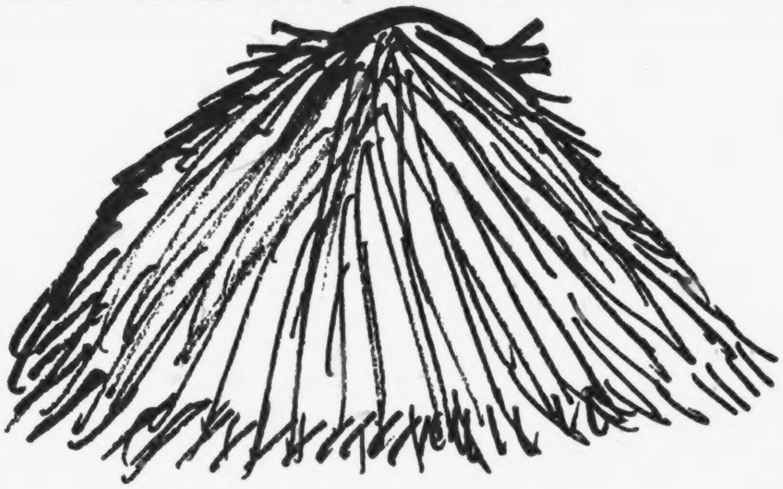
el caballo



el pato



el guajolote



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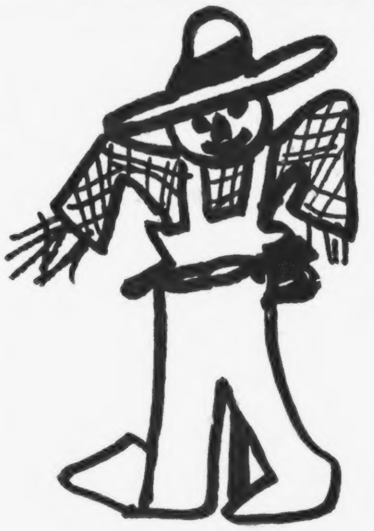
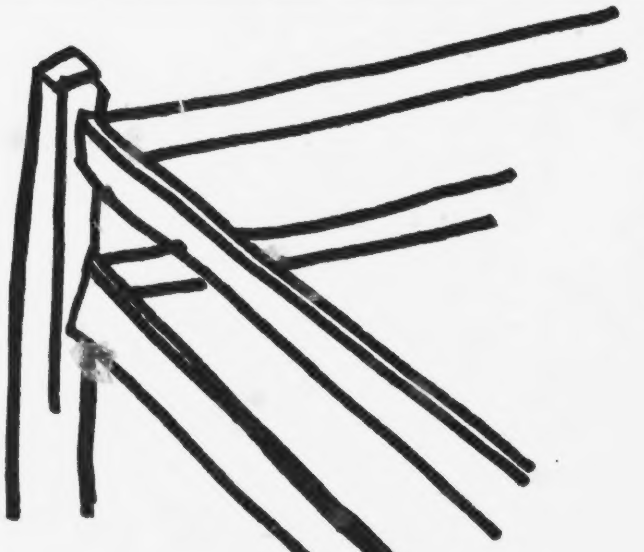
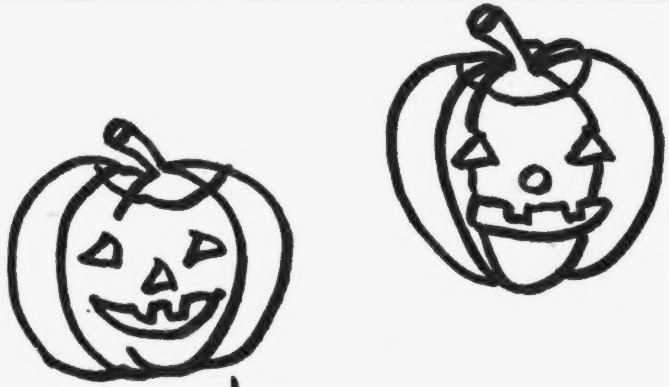


el espantapájaros

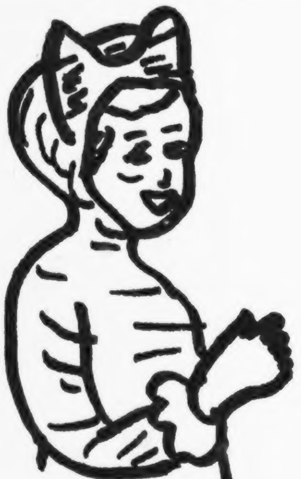


la cerca

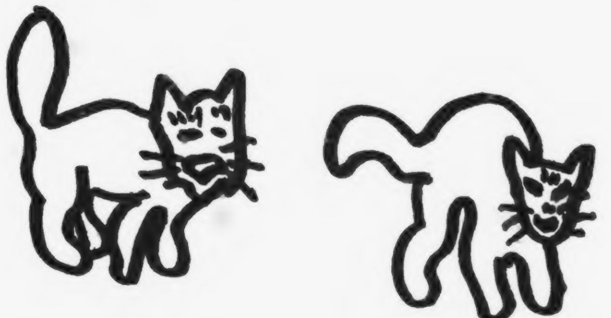
Halloween



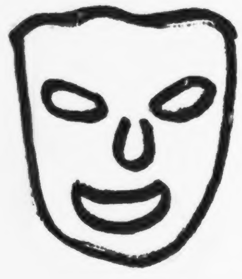
las calabazas



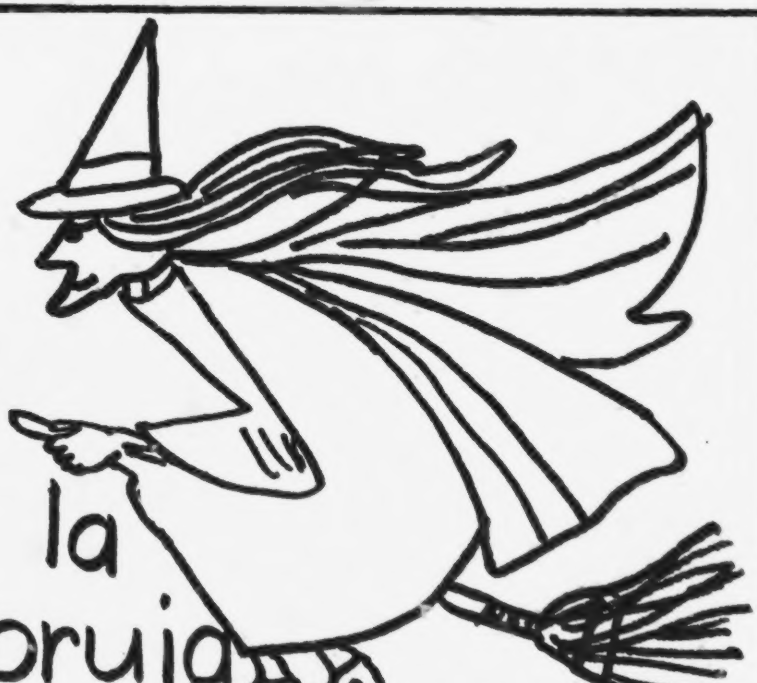
el disfraz



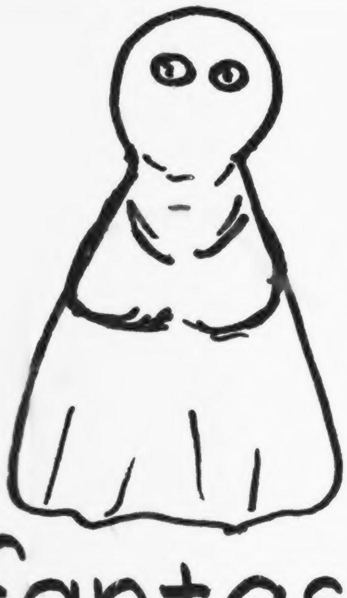
los gatos negros



la máscara



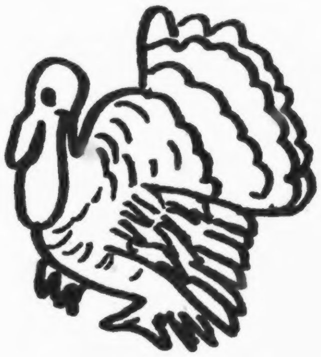
la bruja



el fantasma

V-ES-30

Día de Acción de Gracias



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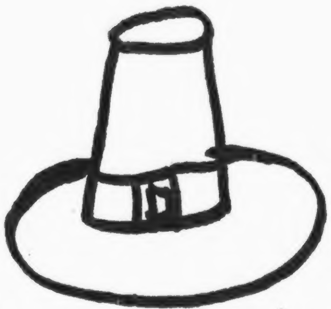
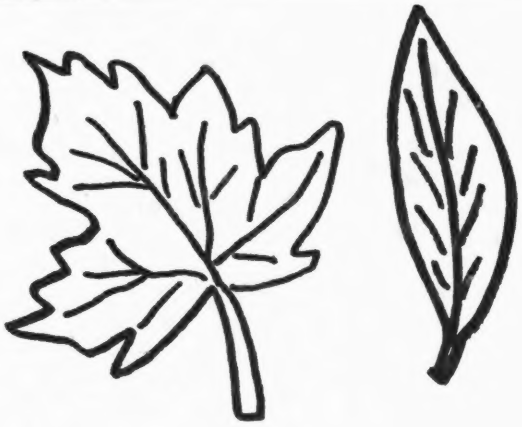


el sombrero del peregrino



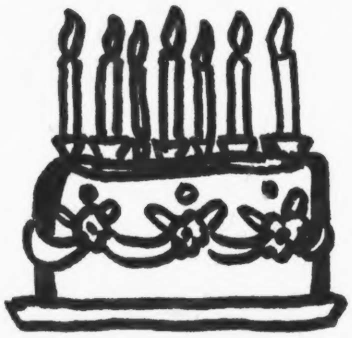
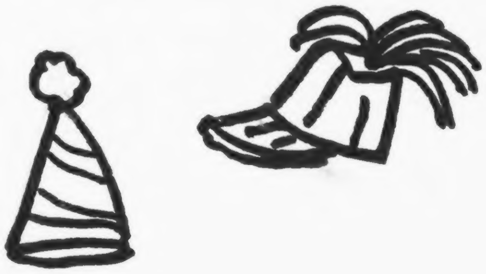
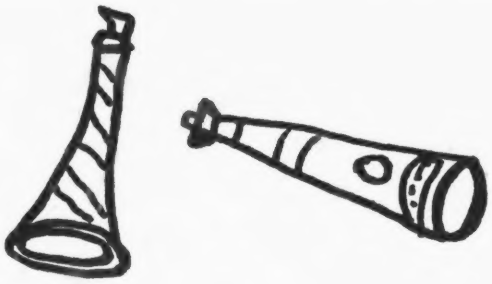
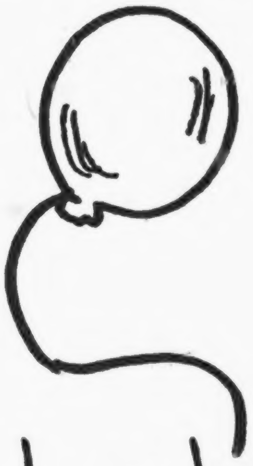
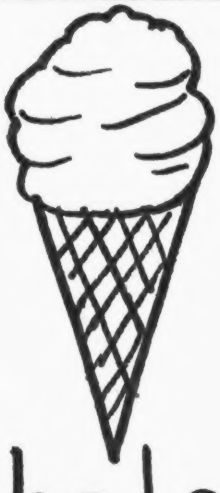
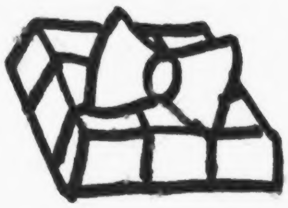
las hojas

la calabaza

el cuérno de la abundancia

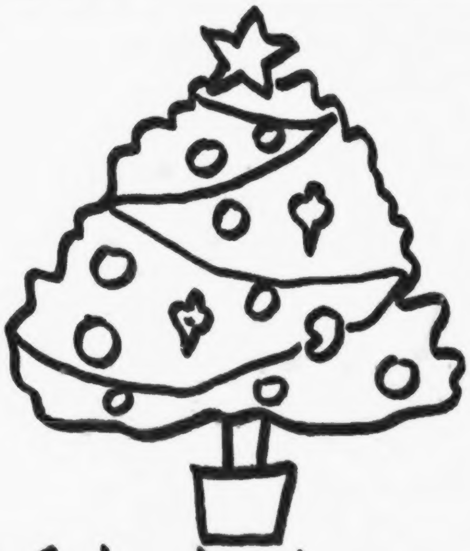
el indio

El Cumpleaños

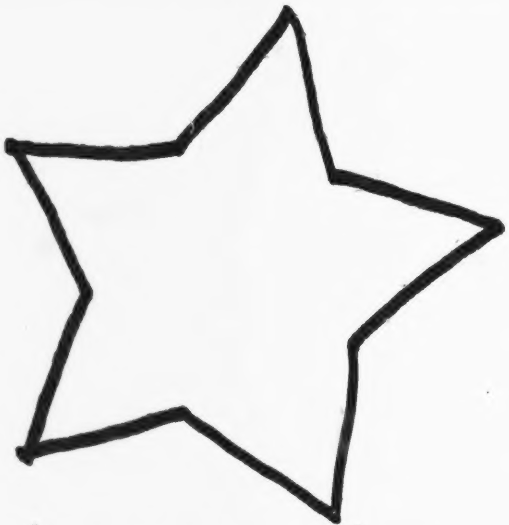
 el pastel	 los sombreros de fiesta
 los cornetines	 el globo
 elhelado el sorbete	 el regalo

V-ES-32

La Navidad

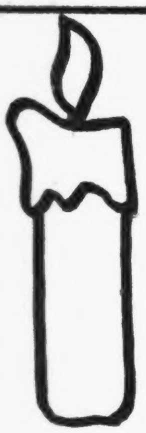


el árbol de navidad

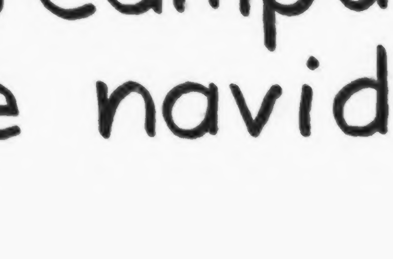


la estrella

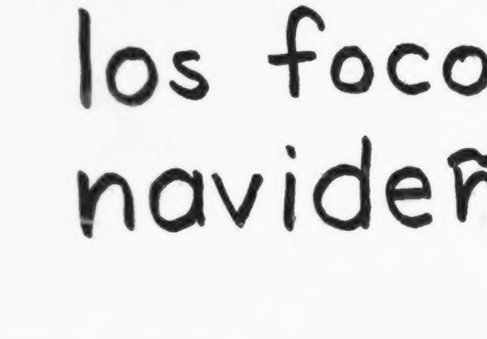
Santa Claus



la vela



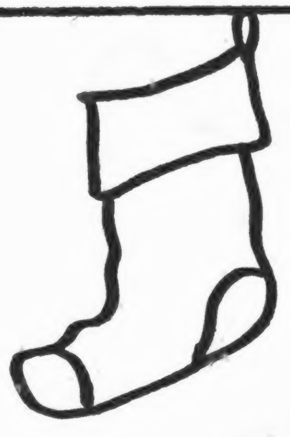
las campanas de navidad



los focos navideños

guirnalda de navidad

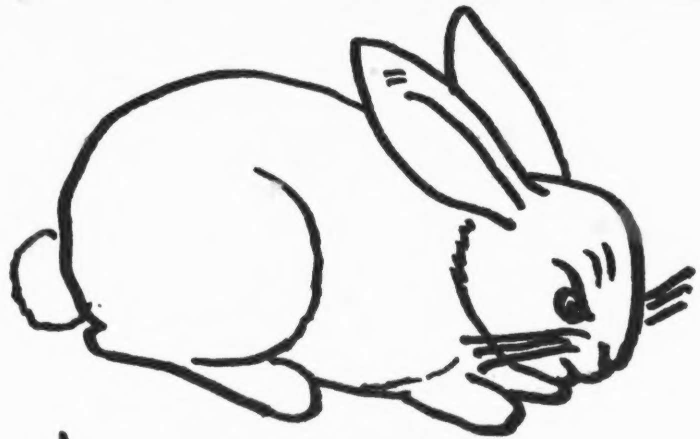
esferas



la media

La Pascua

V-ES-33



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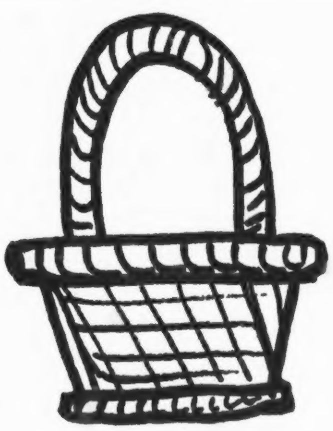

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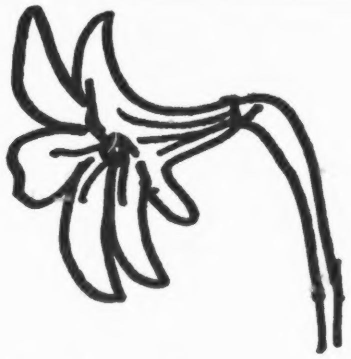
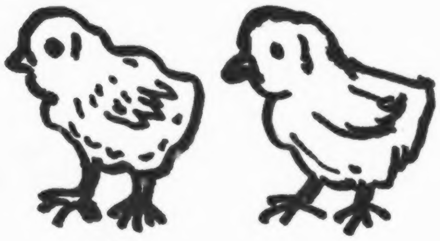


el lirio



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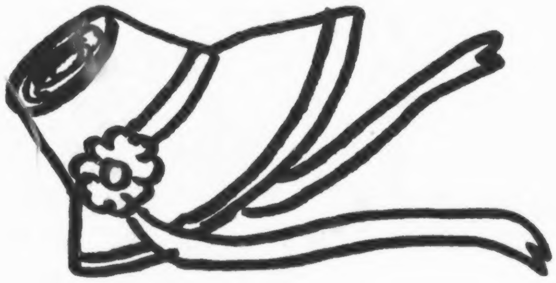

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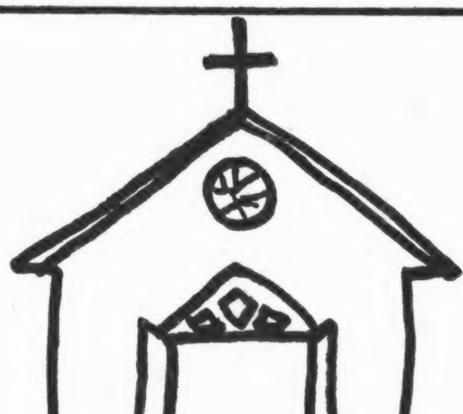

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La Tierra

Los Paralelos

EL Ecuador

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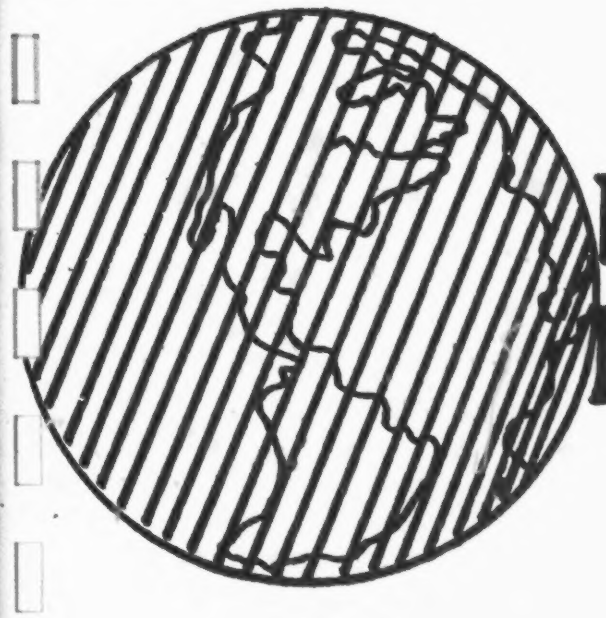

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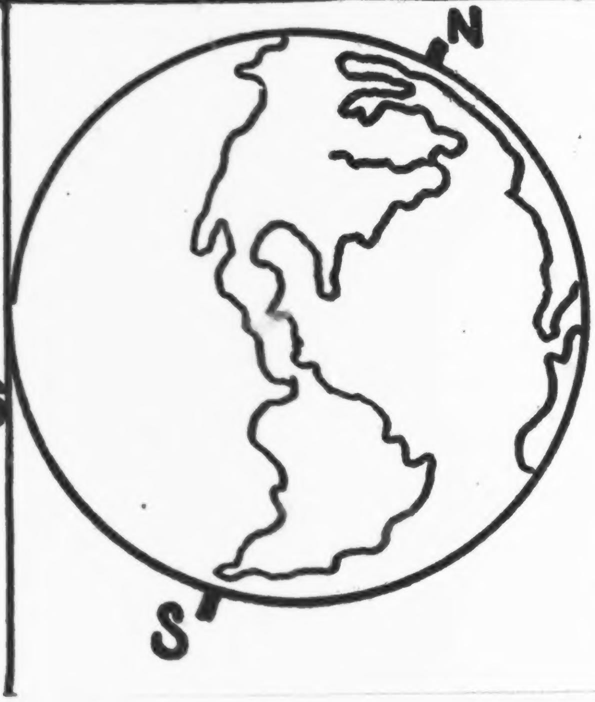

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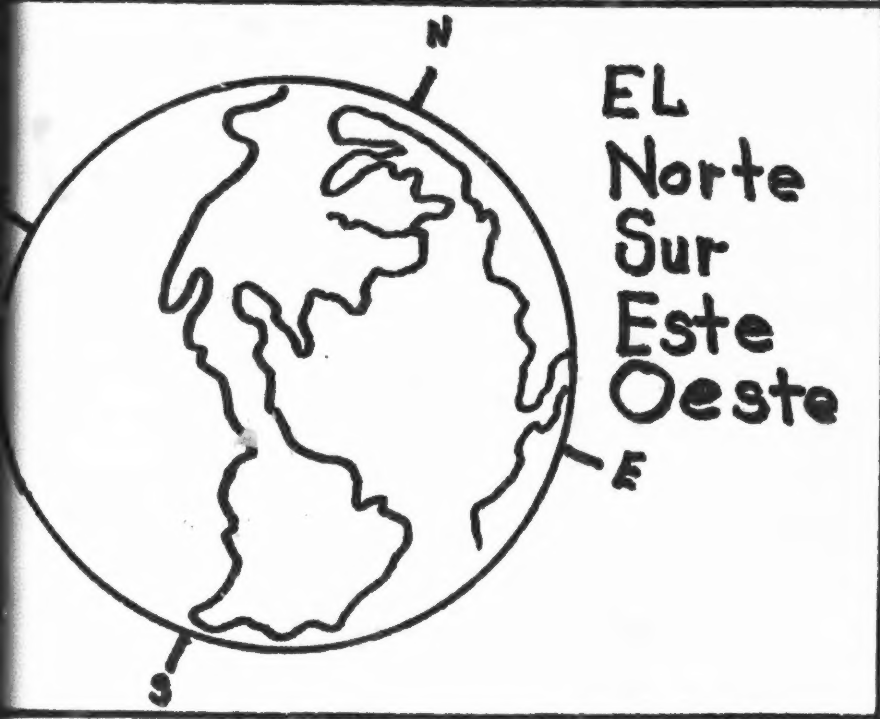
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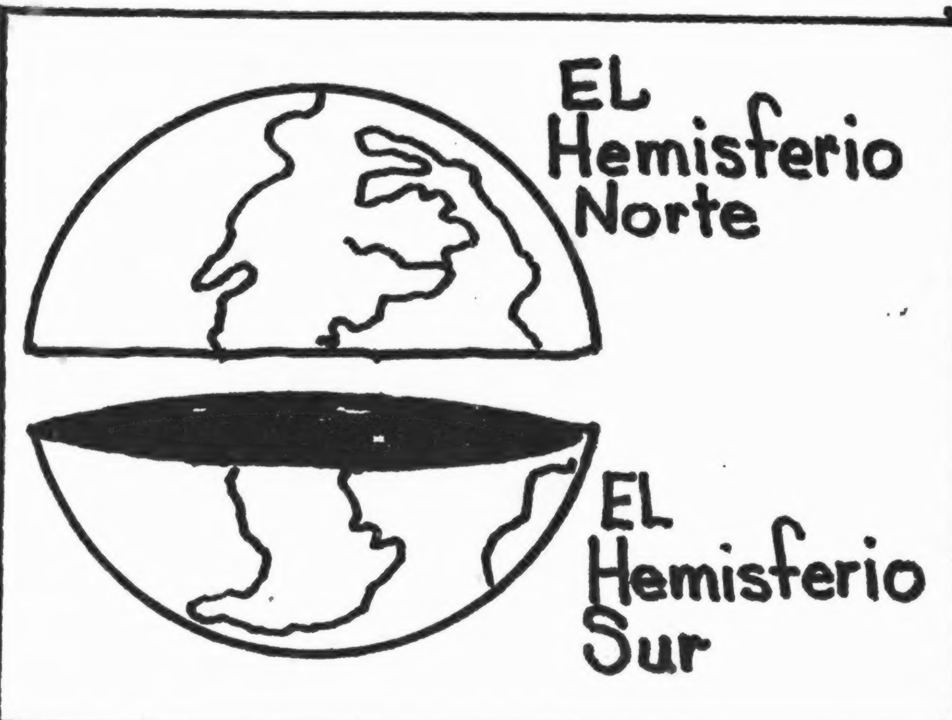
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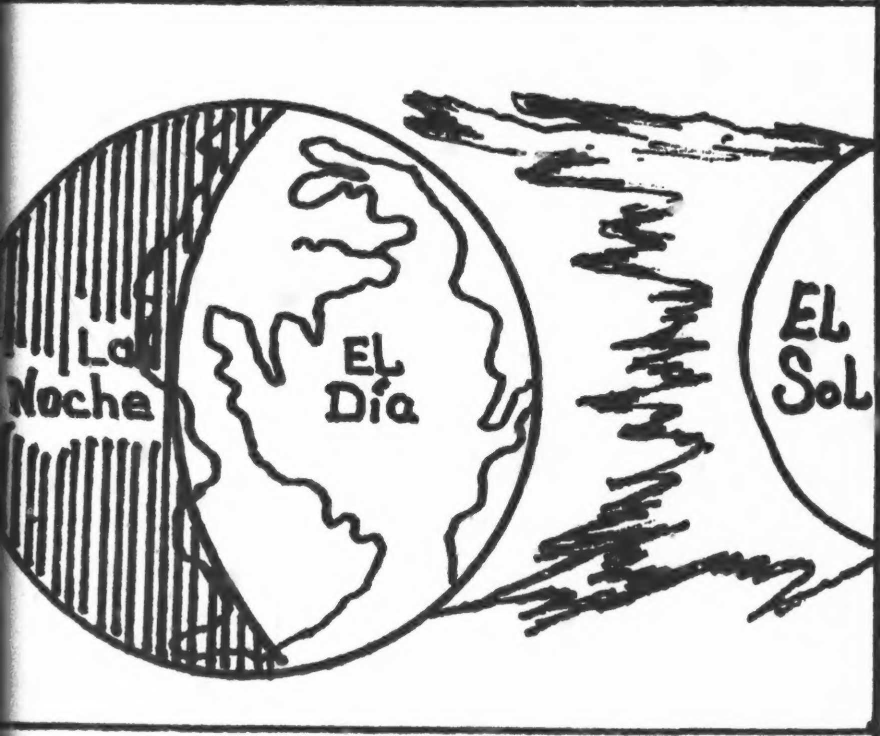
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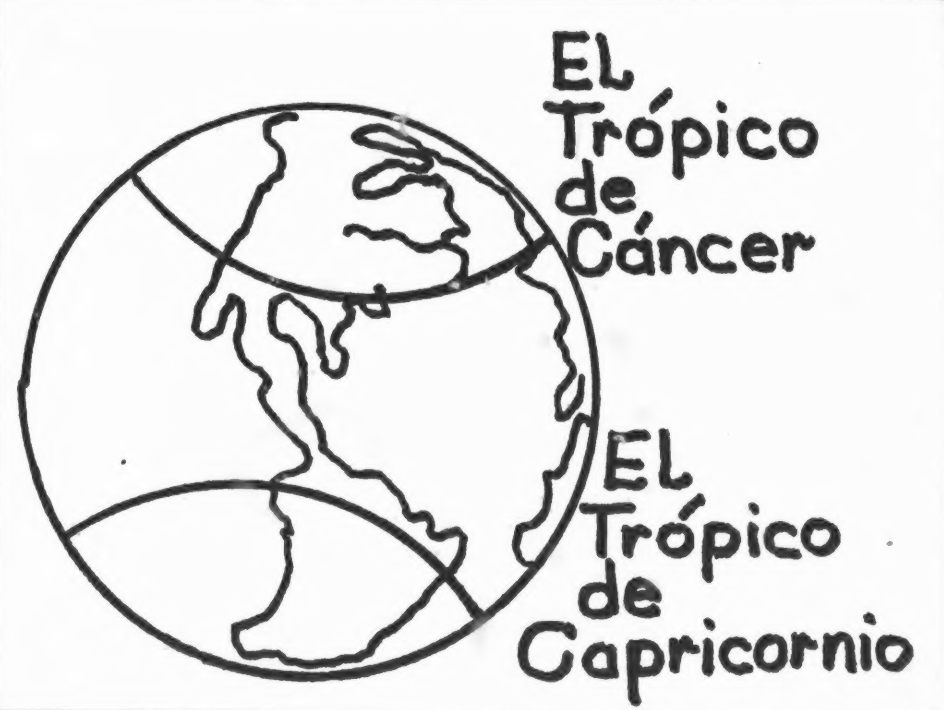
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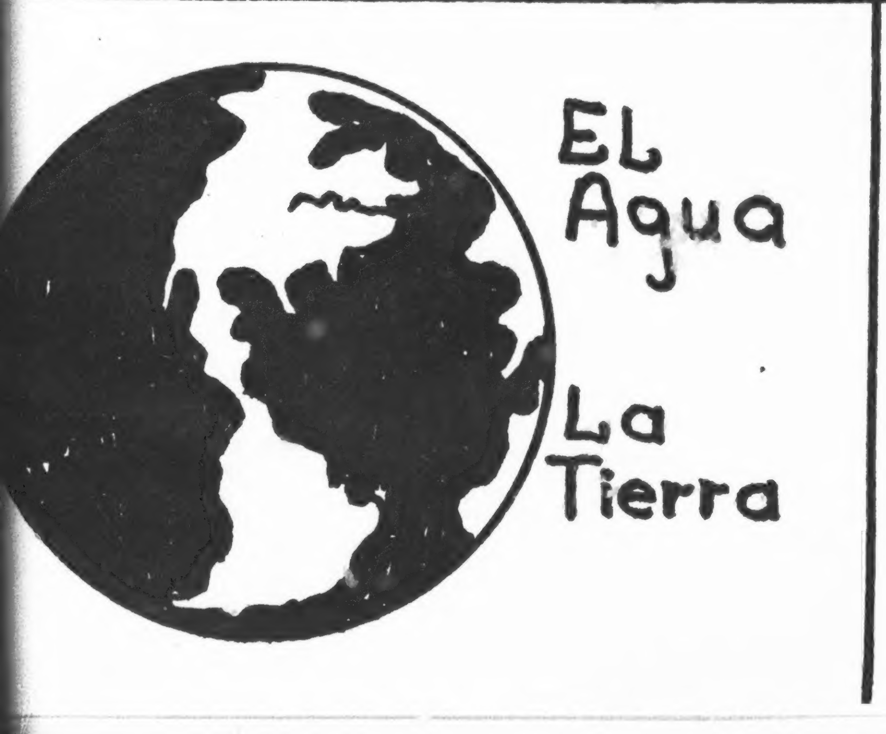
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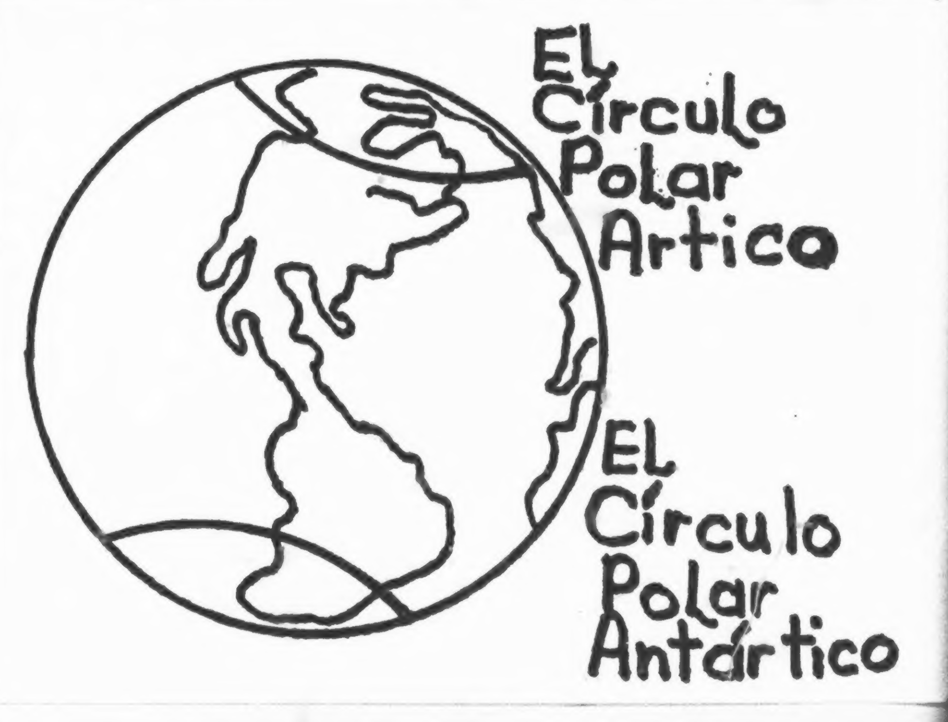
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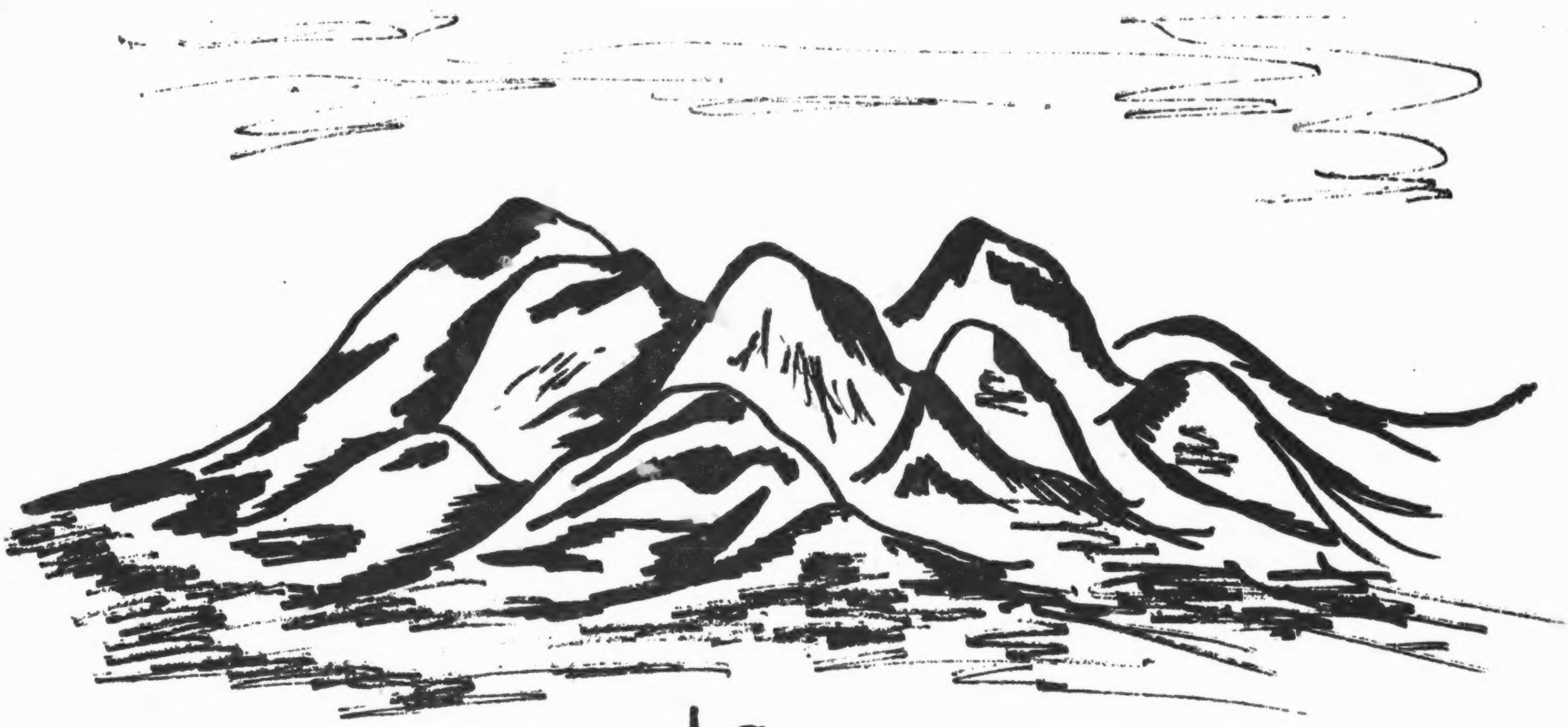

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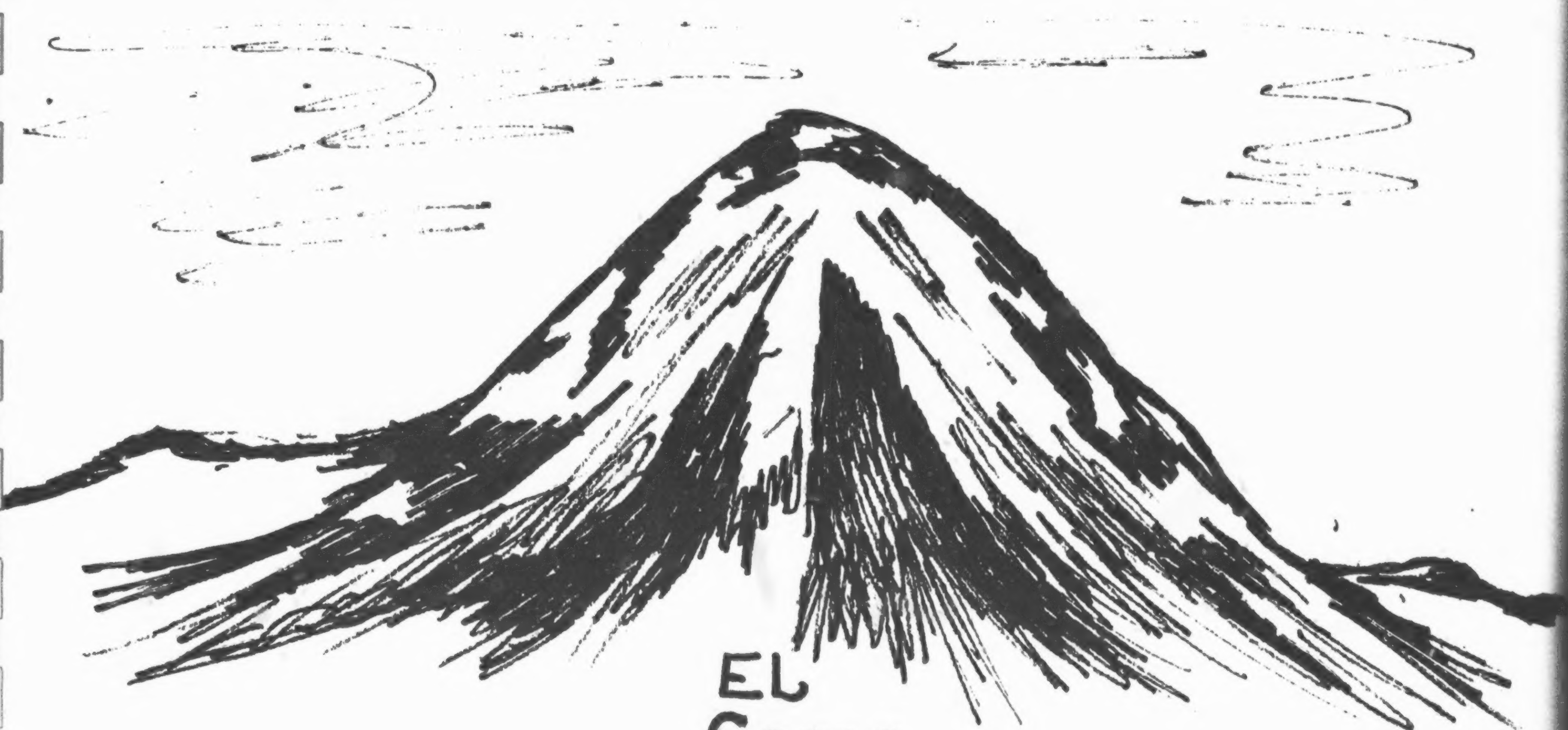

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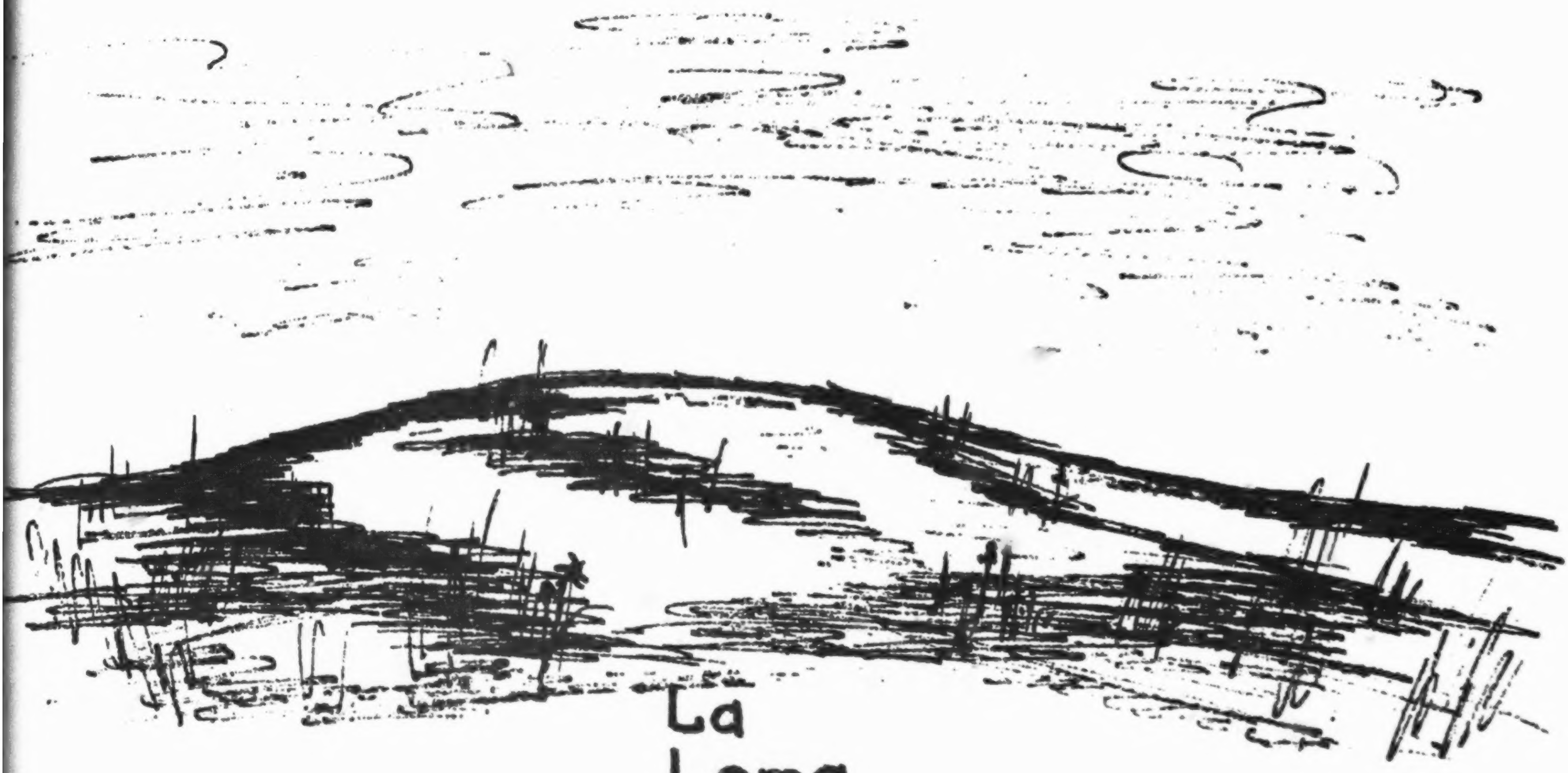

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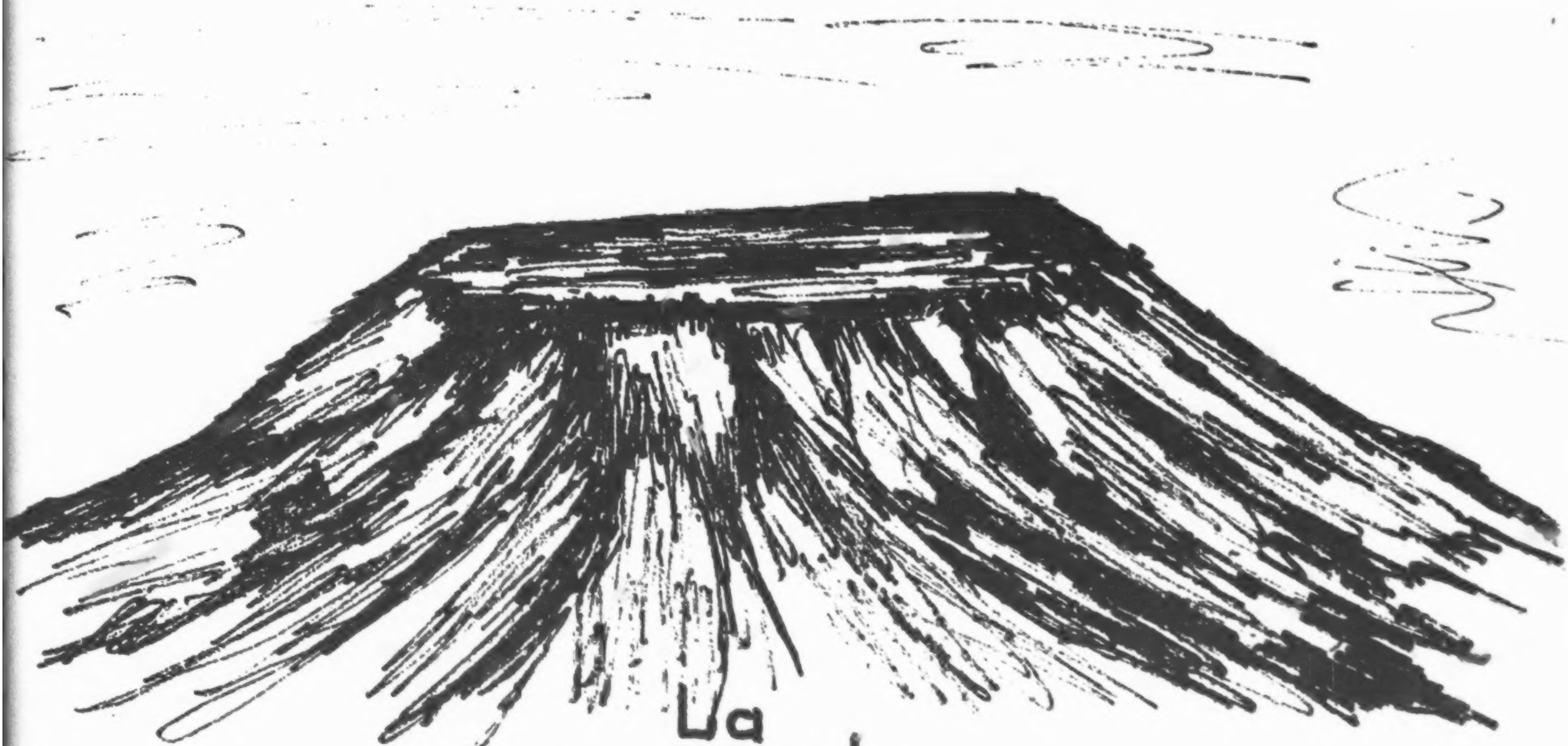

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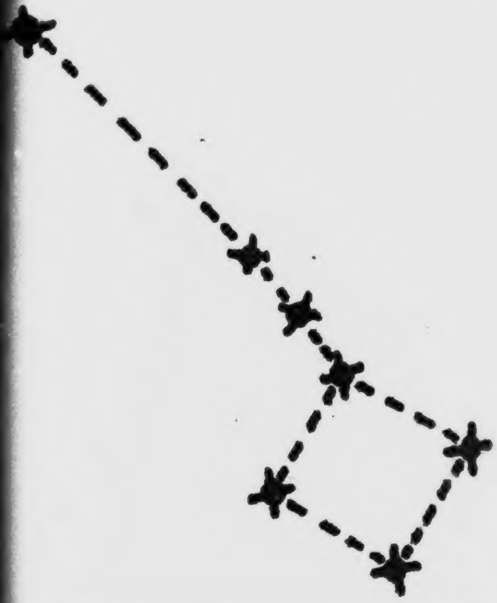

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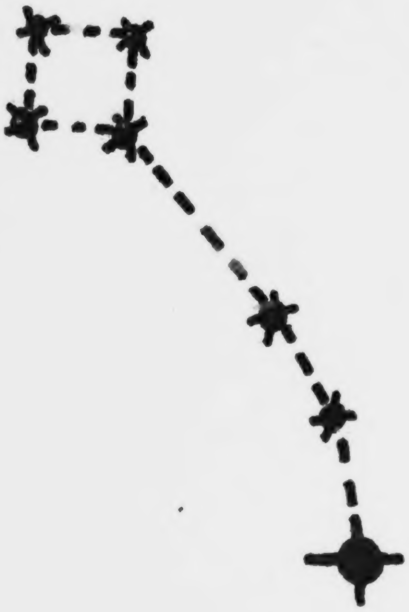

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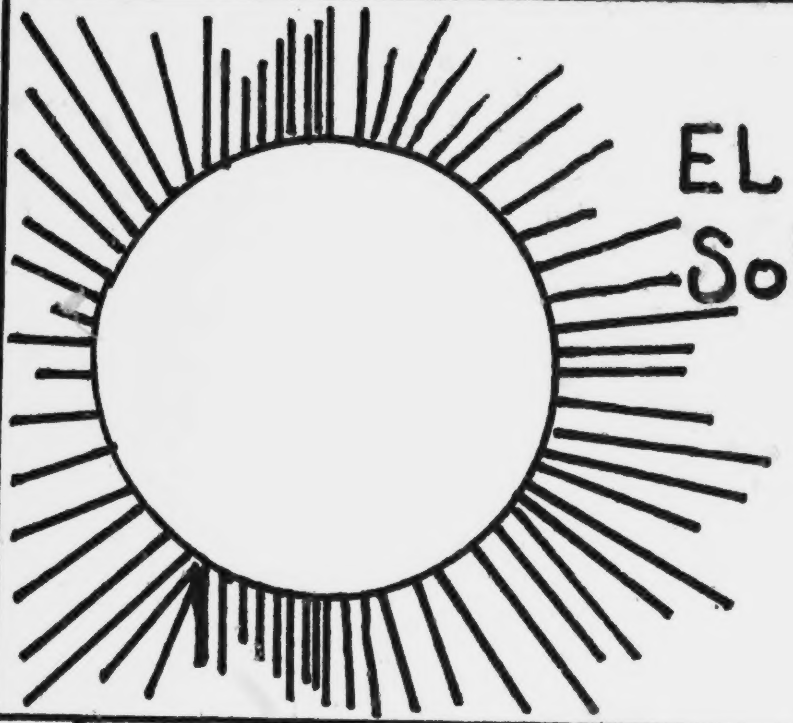
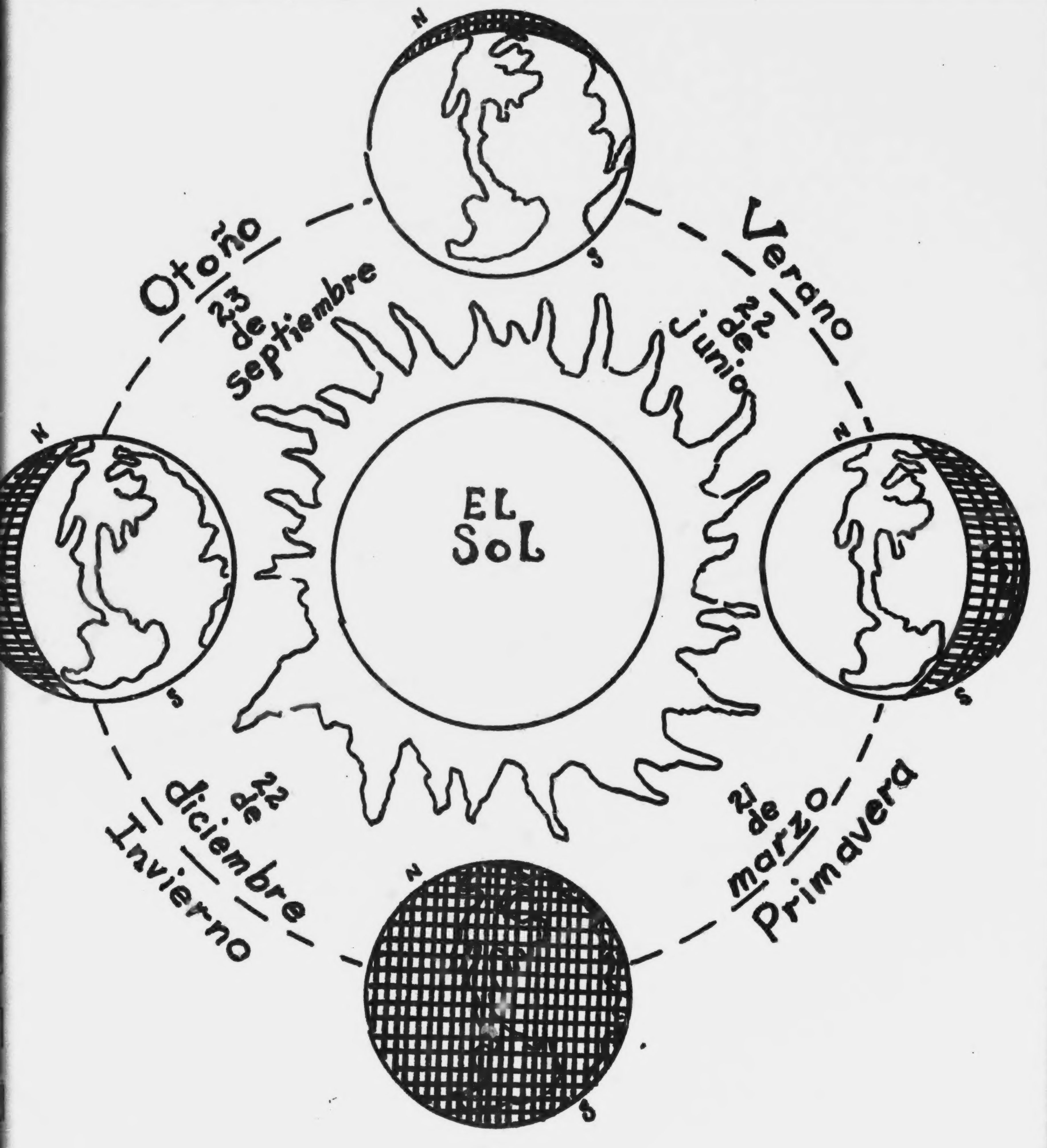


EL Sol

La Estrella

EL Cometa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Primavera
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JUEGOS

I. Juegos de clase G-1

¿Qué es? G-1
¿Dónde está? G-1
Simón dice G-1
El árbol de los números G-2
El cuerpo G-2
Nombre-acróstico G-3
Voy a comprar G-3
¿Qué cosa se cayó? G-4
El reloj grande G-4

II. Juegos activos G-5

Rana en el mar G-5
¿Qué número tiene? G-5
¿Cuántas veces? G-6
Haciendo amistades G-6
El ferrocarril G-7
La rata y el gato G-7
El espejo G-8
¿Quién es? G-9
La vieja Inés G-10
A la víbora G-11
Acuérdate G-11

III. Juegos musicales G-12

O, San Martín G-12
Arroz con leche G-12
La viudita G-12
Naranja dulce, limón partido G-13
María Blanca G-13

Colaboradores:
Grace Merkle
Nova Dickson
Margie García

CLASSROOM GAMES

¿QUÉ ES?
What is it?

"Any familiar object may be used for a dot picture on the blackboard. One child connects the dots, counting the numbers aloud in Spanish. Another child names the article in Spanish when he finishes, or writes the name under the picture. Children may enjoy making their own dot pictures of objects whose Spanish names they know." (p.43)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

¿DÓNDE ESTÁ?
Where is it?

"Needed: Any convenient object to be hidden. One player is sent out of the room and the others decide upon a pencil, a key, etc. to be placed somewhere in the room." (p.44)

When the player returns, he must try to find out what the object is. He must do so by asking questions that can be answered "yes" or "no." The other players take turns answering his questions. He may ask:

-¿Es amarillo?	- Is it yellow?
-Sí, es amarillo.	- Yes it is.
-Es grande?	- Is it big?
-No, no es grande.	- No it isn't.
-¿Es útil?	- Is it useful?
- ...	- ...

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

SIMÓN DICE
Simon Says

"The class practices recognizing the names of the parts of the body as they play. The players stand before the Leader, who says:

-Simón dice, la cabeza.	- Simon says, the head.

As the Leader says: "Simón dice," he points to the part of the body he is naming. He may give the name of any part of the body he wishes as the game proceeds. But if he does not precede the name with "Simón dice," the players are not supposed to imitate his actions. If he does, the players must imitate him. Any player who fails to follow the Leader or who points to the part of the body when "Simón dice" has not preceded it, is out of the game and must sit down. The game continues until only one player is left standing." (p.50)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

CLASSROOM GAMES

EL ÁRBOL DE LOS NÚMEROS
The tree of numbers

"An individual or a group may play.

A large tree is drawn on the chalkboard. At the end of each branch is a box containing the word for a number.

The object of the game is to see who can add the total of the leaves most quickly and accurately. The class may be divided into teams for a contest for the best mathematician in the class. The teacher changes the numbers of the leaves as the game proceeds, to see who can reach the new total first." (p.64)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie,
Ill.: National Textbook Corporation, 1968.

EL CUERPO
The body

"An even number may play, in two teams.

One line of players faces the other, and a player from one team says:

-Este es mi dedo--	-This is my finger--
uno, dos, tres,	one, two, three,
cuatro (up to ten).	four, etc.

Before he reaches ten, a player on the opposite side must point to another part of the body, such as his ear, and say:

-Esta es mi oreja--	-This is my ear--
uno, dos, tres,	one, two, three,
cuatro...	four...

Another player on the first team must be ready to speak before the second player counts to ten, and the game continues in this manner through both teams. A player who fails to answer in time must drop out and the winning team is the one with more players remaining at the end of the game." (pp.59-60)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie,
Ill.: National Textbook Corporation, 1968.

CLASSROOM GAMES

NOMBRE-ACRÓSTICO
Name-acrostic

Any number can play.

Each student chooses a Spanish name and writes the letters of it in a vertical column, one letter to a line. Within a time limit, he must now write a Spanish word on each line, using a letter of the name as the initial letter of each word. A model name and its acrostic might be:

A	Arbol
L	Libro
F	Fruta
R	Ratón
E	Elefante
D	Dedo
O	Oreja

(p.67)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

VOY A COMPRAR
I'm going to buy

"Any number may play, in two teams.

Needed: A coin.

The first player on the first team shows a coin and says:

-Tengo dinero. Voy a comprar...	-I have money. I'm going to buy...

The player then pantomimes what he wants to buy, such as a horse, a boat, a ball, or something else. The first player on the second team, in turn, calls out the name of the object that is being pantomimed. Only words already familiar to players are used. If the second player cannot say the correct word in Spanish, another tries. If no one on his team can say the word for the object, the other team receives a point. If the second team succeeds in naming the object, it receives a point." (pp. 46-47)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

CLASSROOM GAMES

¿QUÉ COSA SE CAYÓ?
What fell?

"About 35 may play.

Needed: About 10 objects that can be dropped without breaking, and a carton for them. Suggested objects: un cuchillo (knife), dos tenedores (two forks), tres cucharas (three spoons), un zapato (shoe), etc.

The players turn their backs and listen as the Leader takes each article from the carton and drops it to the floor. To introduce the players to the game, the Leader may drop a knife, and say:

-El número uno. ¿Se cayó ... un tenedor? una cuchara? un cuchillo?	-Number one. Did a fork, spoon, or knife fall?

The players list opposite 1 on their papers the name of the object they believe was dropped. The Leader proceeds with another object, each time naming several choices for what was dropped. At the end of the game, the players turn around and face the Leader with their lists. Quickly the Leader repeats the dropping of the articles, now seen, naming aloud each object so that players may check their lists. The one with the most correct answers wins. The game may also be played with oral answers instead of written ones." (pp. 65-66)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

EL RELOJ GRANDE
The big clock

"This game is for young children learning to tell time. Twelve children are the hours and the rest are spectators.

One child stands before the group with his arms held overhead and his palms together. Then he moves slowly from one side to another as he says:

-Tique, toque, tique, toque.	-Tick, tock, tick, tock.

Then he indicates some hour of his choice by pretending to be the clock striking:

-Dong, dong.

The entire group then answers:

-Son las dos.	-It's two o'clock.

Another child pretends to be the clock in the same way, and the group must announce the hour he has "struck." The game ends when all the hours have been announced." (pp. 48-49)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

ACTIVE GAMES

RANA EN EL MAR
Frog in the sea

"Any number may play.

Needed: If desired, a sign may be made showing a frog in the sea with the words: "Rana en el mar."

An announcer may show the sign and introduce the frog with the following words:

-La rana. Está en el mar.	- The frog. It is in the sea.

The frog sits on the floor, tailor fashion, and the other players form a circle around her. They move to the left and call out to her:

-Rana en el mar, no puedes cogerme.	-Frog in the sea. You can't catch me.

The players come as close as possible to the frog without being tagged. When the frog manages to tag a player, the two change places. The frog must remain in a sitting position until she tags a player." (p.1)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

¿QUÉ NÚMERO TIENE?
What number do you have?

"Any number may play this game, an excellent one for learning Spanish numbers.

Needed: A large ball.

The players form a circle and each one is assigned a number. The Leader, in the center of the circle, calls out a number, such as cinco (five), and tosses the ball to the child who has that number. The child, as he catches the ball, must repeat his number. He must then call another number and toss the ball across the circle to the child who has that number. The second child repeats the action of the first, remembering to repeat his own number before he calls the next one, and the game continues in this manner." (p.4)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

¿CUÁNTAS VECES?
How many times?

"Any number may play.

Needed: A large ball.

The players form a circle. One player begins by bouncing the ball as he counts:

-Uno, dos, tres, cuatro, (etc.)	-One, two, three, four, (etc.)

When he makes a mistake or can count no further, another takes his place with the ball. Or the teacher may set a limit on the number of times each player may bounce the ball, after which he must pass it to another player, who repeats the same count." (p.4)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

HACIENDO AMISTADES
Making friends

"Any number may play.

A circle is formed with one player in the center. Two minutes are allowed for each player to learn the first and last name of his neighbor to the left and to the right. The player in the center then turns about and with his arm extended says:

-Izquierda o derecha	-Left or right

As he does this he points to someone in the circle. The player indicated must give the name of his neighbor to the left or to the right, as indicated by the Leader, before the Leader in the center has counted to diez (ten). If the player confuses izquierda with derecha, or if he fails to give the name of his neighbor in the time allowed, he goes to the center of the circle and changes places with the person there." (p.6)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

ACTIVE GAMES

EL FERROCARRIL
The railroad

"This game should have over 15 players to be played effectively.

Needed: A whistle for the Leader or teacher.

One of the players is designated *la locomotora* (the locomotive) and the other players form a circle. A cross marked on the ground or floor with chalk represents a station before each player except one. *La locomotora* runs around the outside of the circle and touches the other players in turn. As soon as each one is tagged, he must join the "train" behind the *locomotora*. As the train grows longer, the Leader, in the center of the circle will call out such expressions as:

-¡Tren expreso!	-Express train!
¡Hacia atrás!	Back up!
Despacio.	Slow.
Túnel.	Tunnel.

and any other directions which may be appropriate.

With each command, the train of players must act accordingly. When the Leader blows the whistle, the train pauses and every one except the *locomotora* must scramble to reach a station. The one without a station is out of the game. One of the crosses is now erased, and the game continues, always with one more player than there are stations. The last child who remains with a station is declared the winner." (p.7)

Loretta Burke Hubp. *Let's Play Games in Spanish*. Skokie, Ill.: National Textbook Corporation, 1968.

LA RATA Y EL GATO
The rat and the cat

"Ten or more players.

One of the players, *la rata* (rat), stands while the others form a circle about him. *El gato* (cat), is outside the circle. The *gato* taps one of those in the circle and the dialogue is as follows:

Gato:	
-Quisiera hablar con la rata.	-I'd like to speak to the rat.
Player:	
-Ahora no.	-Not now.

Gato:	
-¿Cuándo?	-When?
Player:	
-A las doce.	-At twelve o'clock.

As soon as the time has been mentioned, those in the circle start moving around rhythmically and chanting: "*la una*, *tic*, *toc*: *las dos*, *tic*, *toc*; *las tres*, *tic*, *toc* ... " and so on until they reach *las doce* (twelve). They stop and the *gato* again steps to the circle and says:

-Quisiera hablar con la rata.

Player:	
-¿Qué hora es?	-What time is it?
Gato:	
-Son las doce.	-It's twelve o'clock.
Player:	
-Está bien. Pase usted.	-All right. Come in.

Those in the circle lift their arms, permitting the *gato* to enter. He chases the *rata* out of the circle. If the *rata* can circle the outside of the ring three times without being caught, he is safe and the game continues as before, with another *gato* and *rata* if desired." (pp.10-11)

Loretta Burke Hubp. *Let's Play Games in Spanish*. Skokie, Ill.: National Textbook Corporation, 1968.

EL ESPEJO
The mirror

"Up to 30 may play.

Needed: A mirror labeled *El espejo* is optional.

The Leader starts the game by choosing the first player. The others form a circle around him.

Player 1 to Leader:	
-¿Tiene usted un buen espejo?	-Have you a good mirror?
Leader, indicating circle:	
-Escoja usted.	-Choose.
Player 1:	
-Gracias,	-Thank you.

He chooses one in the circle who will be his *espejo*, that is, imitate exactly the words Player 1 may speak, any song he may sing or gestures he may make. Player 1 may sing a simple song in Spanish or count, or name the days of the week, or recite a short poem. When the mirror has faithfully imitated Player 1, the latter says to the Leader:

-Escojo este espejo.	-I choose this mirror.
Leader:	
-Muy bien.	-All right.

The espejo then becomes Player 2 and the game continues in the same manner.

UN REFRÁN

El mejor espejo es un buen amigo.
(The best mirror is a good friend.)" (pp.18-19)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

¿QUIÉN ES?
Who is it?

"A blindfold game that any number may play.

One of the players, Player 1, is blindfolded and another player, Player 2, shakes hands with him and says:

-Buenos días. (Buenas tardes)	-Good morning. (or Good afternoon).
Player 1:	
-Buenos días. ¿Quién es?	-Good morning. Who is it?
Player 2:	
-Soy amigo (amiga).	-I'm a friend.
Player 1:	
-¿Es Leonardo?	-Is it Leonardo?

If the player has guessed correctly, the others in the group answer:

-Sí, es Leonardo.	-Yes, it's Leonardo.

If the player has guessed incorrectly, the others in the group answer:

-No, no es Leonardo.	-No, it isn't Leonardo.

Each blindfolded player has three chances to guess the identity of the player who has shaken his hand. If he guesses on the first try, he gains three points, two points on the second try, one point on the third, and no points if he fails to guess at all. Students may be divided into two teams for more excitement. In that case, one player from each team is blindfolded alternately and the points are scored for the team according to the pattern described." (pp.25-26)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

LA VIEJA INÉS
Old Inés

"Eight children may play this game, to practice the names of colors.

Two players are chosen as la vieja Inés, and the madre (mother). The others are the madre's children and each one takes the name of a color. Each takes his place behind the madre. A large circle is marked on the ground some distance away. La vieja Inés faces the madre, pretends to knock on a door, and says:

-Tan, Tan.	-Knock, knock.
Madre:	
-¿Quién es?	-Who is it?
Inés:	
-La vieja Inés.	
Madre:	
-¿Qué quieres?	-What do you want?
Inés:	
-Quiero colores.	-I want colors.
Madre:	
-¿Qué color quieres?	-What color do you want?
Inés:	
-Quiero rojo (or any other color she wishes.	-I want red.

The player who is rojo runs away, followed by la vieja Inés. He tries to reach the home base circle before he is caught. If he does so, he is allowed to return to his place behind the madre. The game continues until all the colors have been both chosen and caught by la vieja Inés. The last one to be caught becomes the madre and the game goes on with a new Inés." (p.29)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie, Ill.: National Textbook Corporation, 1968.

ACTIVE GAMES

A LA VÍBORA
To the serpent

"Two of the tallest boys or girls are chosen from among the players and are called San Pablo (St. Paul) and San Pedro (St. Peter). They form an arch with their hands held high and keep this position throughout the game. The other players form a line, each one placing his hands on the shoulders of the one preceding him, as they walk toward the arch, saying:

-A la víbora, a la víbora de la mar, Por aquí quieren pasar y los de atrás se quedarán. ¡Tras! ¡Tras! ¡Tras!	-To the serpent, to the serpent of the sea, Through here they want to go. And those in back will remain. Behind! Behind! Behind!

When nearly all the children have passed through the arch, San Pedro and San Pablo lower their arms and "catch" one of the last. Either San Pedro or San Pablo asks the captured one:

-¿Con quién quieres ir? ¿Con San Pedro o con San Pablo?	-With whom do you want to go? With St. Peter or St. Paul?

The player chooses the one he wishes and starts the beginning of a line in back of either "saint." The game continues until no one is left in the original line. Sometimes, the two groups have a tug of war to determine which saint is the stronger." (p.35)

Loretta Burke Hubp. Let's Play Games in Spanish. Skokie,
Ill.: National Textbook Corporation, 1968.

KIM'S GAME
Acuérdate

20 or any number of articles are placed on the teacher's desk. Each row passes around the desk in absolute silence. They study the articles and then return to their seats. The children write down as many of the articles as they can remember. The row with the greatest number listed correctly is the winner.

SINGING GAMES

O, SAN MARTÍN

-O, San Martín
de la buena, buena vida, hacen así,
así las lavanderas,
así... así... así...

(las costureras, los carpinteros, los policías,
los albañiles, las mamás, las maestras, ...)

Un niño se para frente al grupo. El hará de director del juego. Los niños, mientras cantan, deberán hacer los movimientos apropiados. Cada profesión u oficio tendrá un movimiento propio.

ARROZ CON LECHE

-Arroz con leche, me quiero casar
con una señorita de Portugal.
Que sepa coser,
que sepa bordar,
que sepa abrir la puerta para jugar.
... ...
Con ésta,sí,
con ésta, no,
con esta señorita
me caso yo.

Los niños forman un círculo con uno de ellos en el medio. Todos cantan y cuando llegan al "con ésta, sí", el niño que está en el medio apunta hacia una de las niñas del círculo. Al llegar al "con ésta, no", apunta hacia otra niña. La primera niña va al medio del círculo donde se queda hasta que termine el canto.

LA VIUDITA

-Yo soy la viudita de Santa Isabel,
me quiero casar y no hallo con quién.
Me gusta la leche, me gusta el café,
pero más me gustan los ojos de usted.

Los niños forman un círculo y la "viudita" se queda en el medio. Al terminar el canto los niños corren mientras la "viudita" trata de tocar a uno de los niños.

SINGING GAMES

NARANJA DULCE, LIMON PARTIDO

-Naranja dulce, limón partido,
dame un abrazo que yo te pido.
Si fueron falsos mis juramentos,
en otros tiempos se olvidarán.
Toca la marcha, mi pecho llora,
adiós, señora, yo ya me voy.

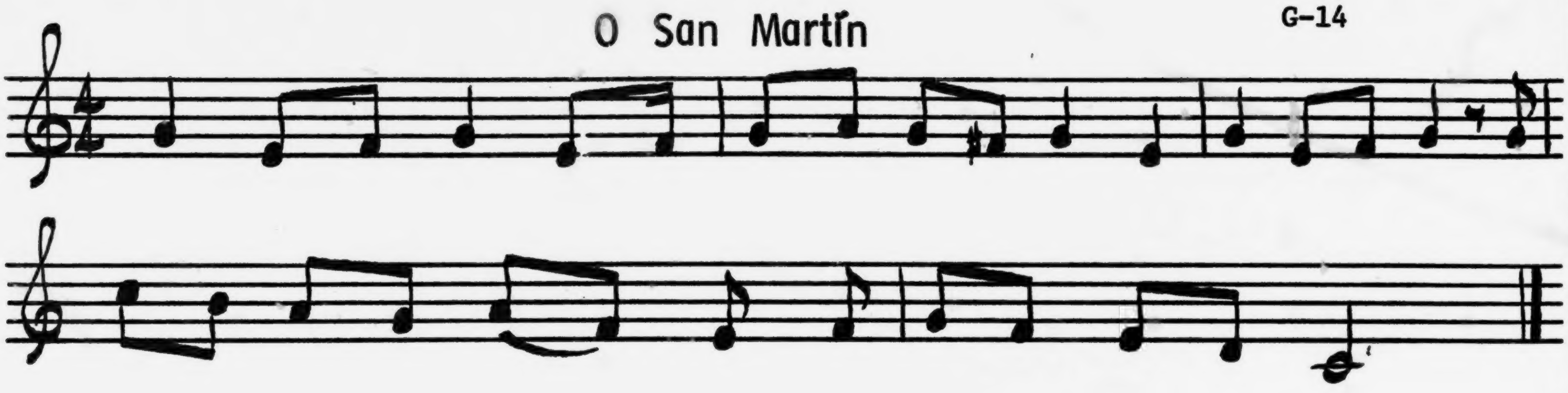
Los niños forman un círculo. En el centro se quedará un niño que escogerá a otro a que le acompañe. Al terminarse la estrofa, el primer niño dará el adiós con la mano y se unirá a los otros niños que están en el círculo. El canto comenzará de nuevo.

MARIA BLANCA

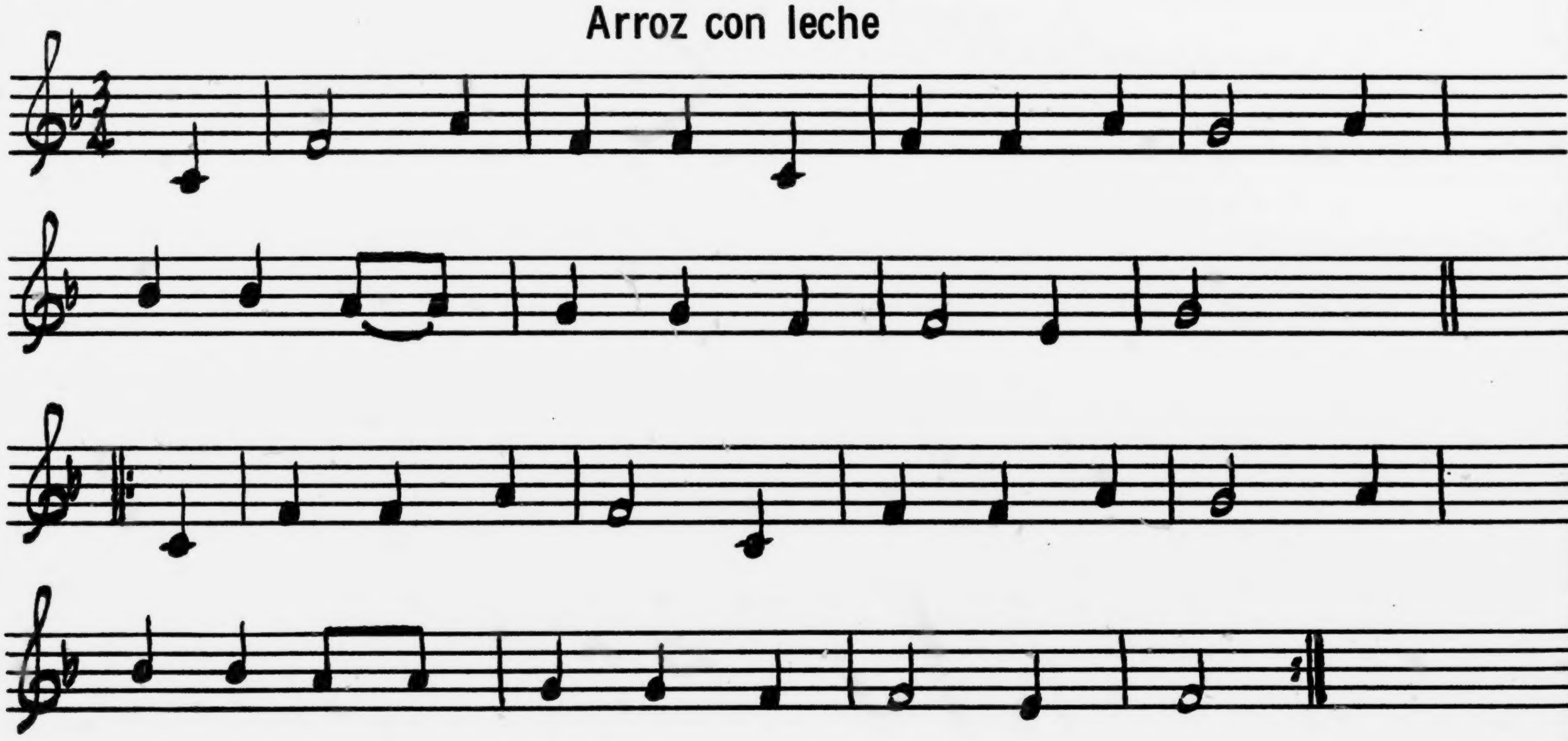
-María Blanca está encerrada
en pilares de oro y plata;
abriremos un pilar
para ver a María Blanca.

Los niños forman un círculo. En el centro estará "María Blanca" con otro niño. Todos cantan y cuando lleguen al "abriremos un pilar" levantan los brazos entrelazados para que "María Blanca" se escape. El niño que estaba con ella en el centro debe tratar de agarrarla.

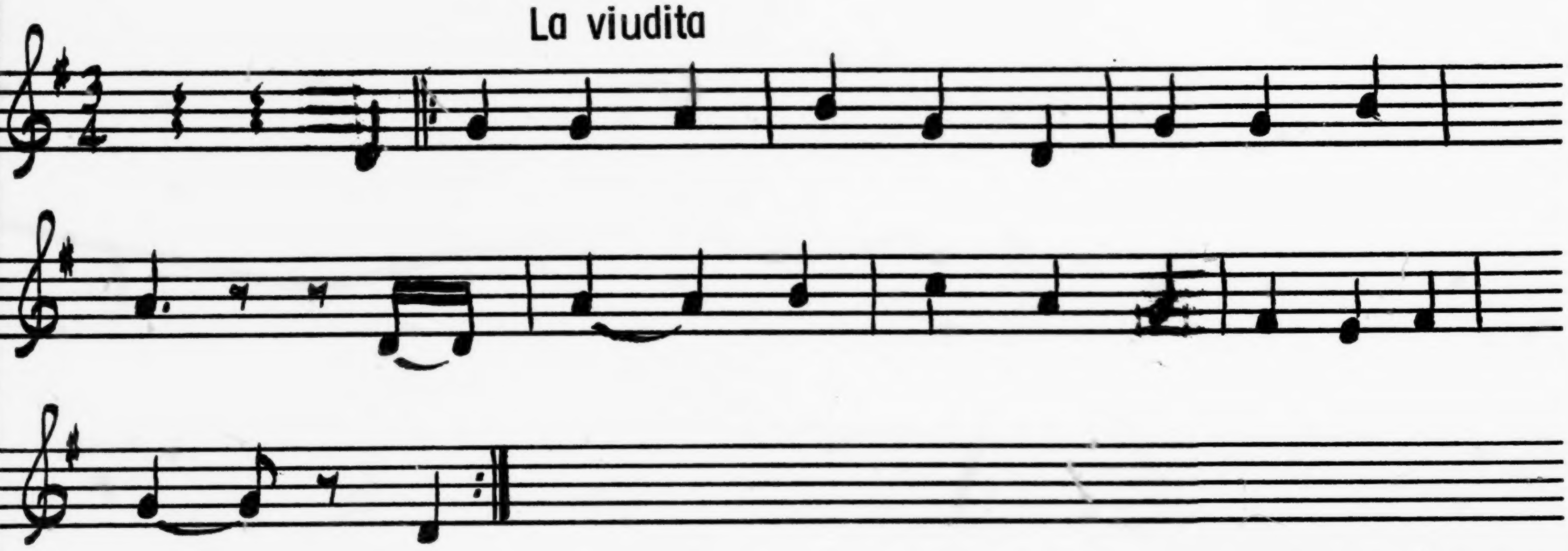
O San Martín



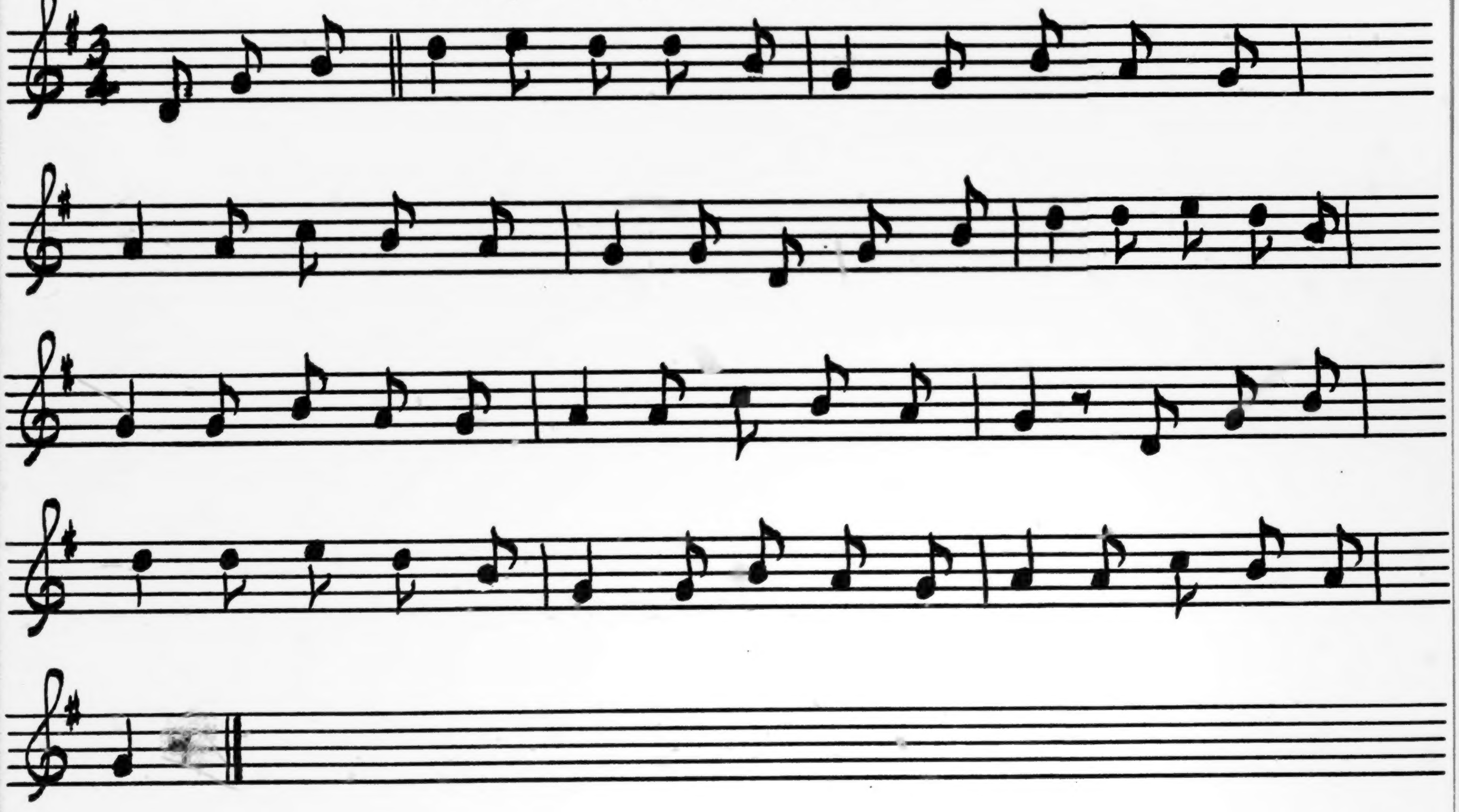
Arroz con leche



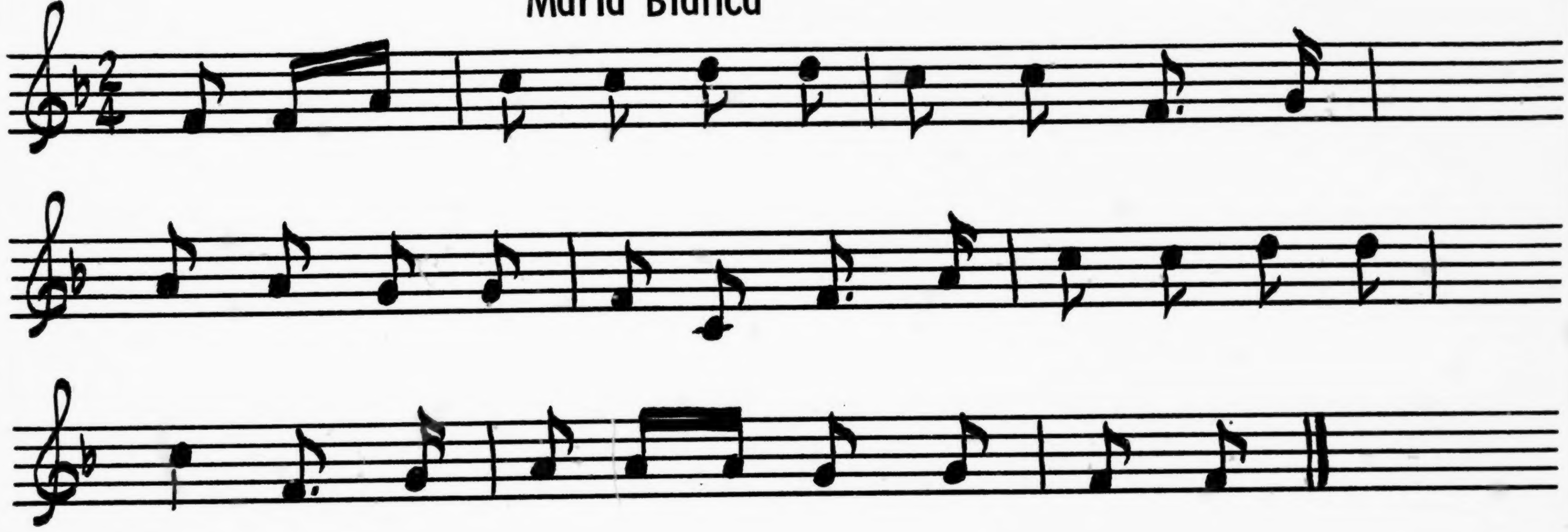
La viudita



Naranja dulce, limón partido



María Blanca

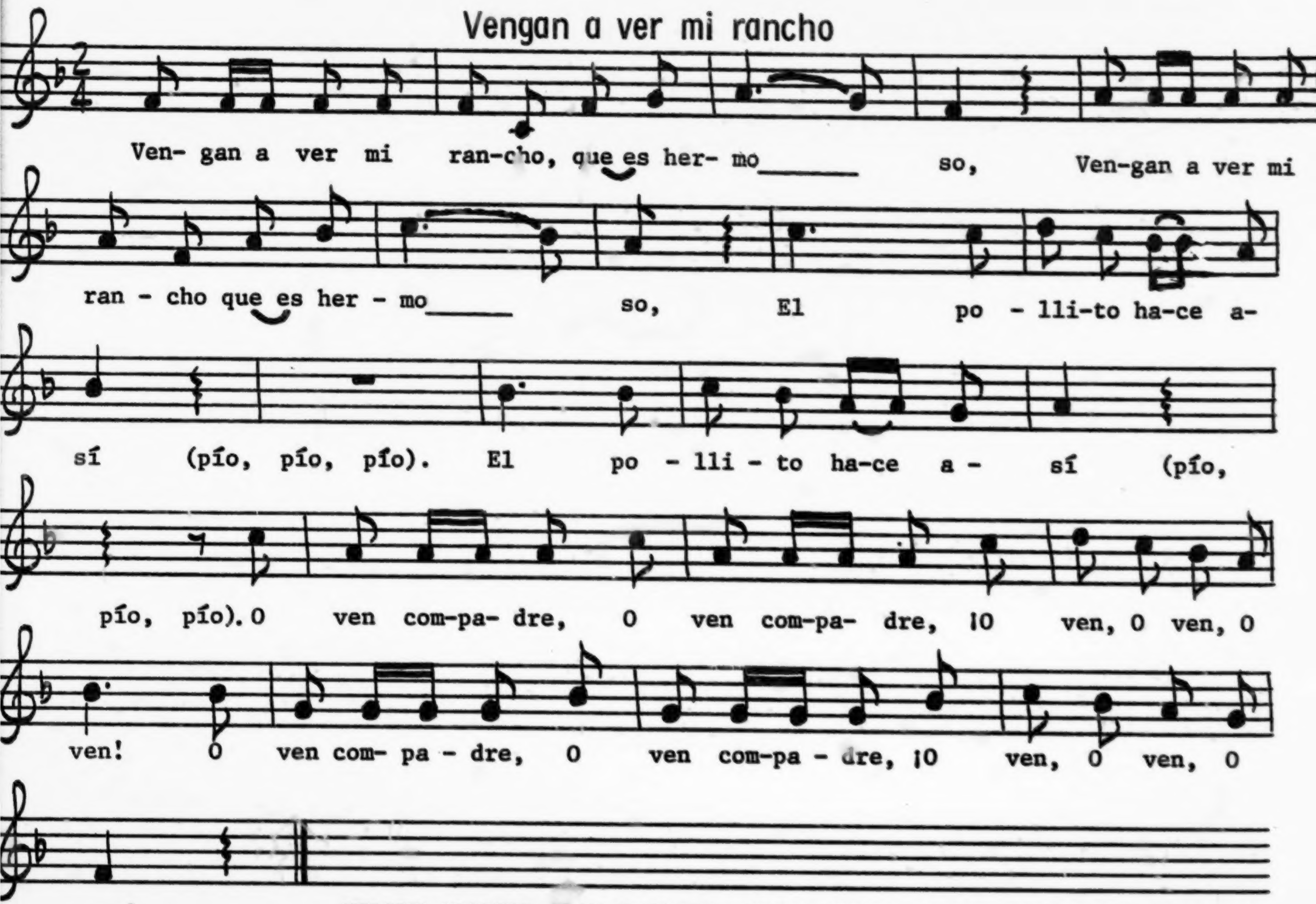


CANCIONES

Vengan a ver mi rancho MUS-1
Los inditos MUS-1
La conga MUS-2
Cielito lindo MUS-2
Tirilín MUS-3
Riqui-riqui-ran MUS-4
Al mercado MUS-4
Buenos días MUS-5
Feliz cumpleaños MUS-5
Los diez perritos MUS-5
Las mañanitas MUS-6
Fray Martín MUS-6
O patria mía MUS-7
La merienda MUS-7
Chico chihuahueño MUS-8
Las posadas MUS-9
Las posadas MUS-10
Las posadas MUS-10
Pasen a tomar atole MUS-11
El tambor MUS-11
Al sur de la frontera MUS-12
Tingalayo MUS-13
Dios salve a América MUS-13
Señora Santa Ana MUS-14
Este niño lindo MUS-14
Noche de paz MUS-15
O, cuán bella es la noche MUS-15
Fray Felipe MUS-16

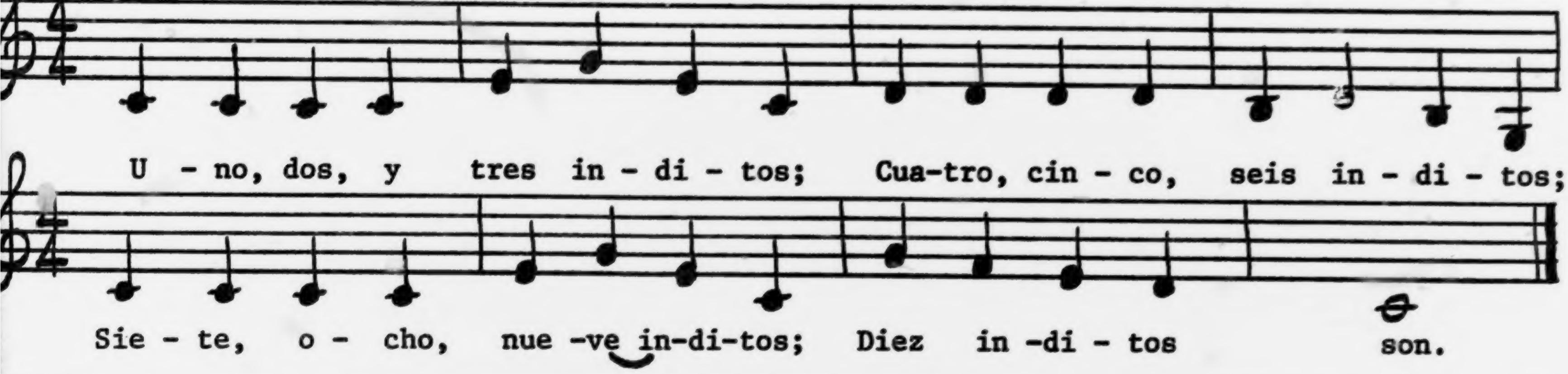
Colaboradores: Minerva García
Yolanda Solís
Nancy Vidaurri

Vengan a ver mi rancho


Ven- gan a ver mi ran-cho, que es her- mo______ so, Ven-gan a ver mi
ran - cho que es her - mo______ so, El po - lli-to ha-ce a-
sí (pío, pío, pío). El po - lli - to ha-ce a - sí (pío,
pío, pío). O ven com-pa- dre, O ven com-pa- dre, ¡O ven, O ven, O
ven! O ven com- pa - dre, O ven com-pa - dre, ¡O ven, O ven, O
ven!

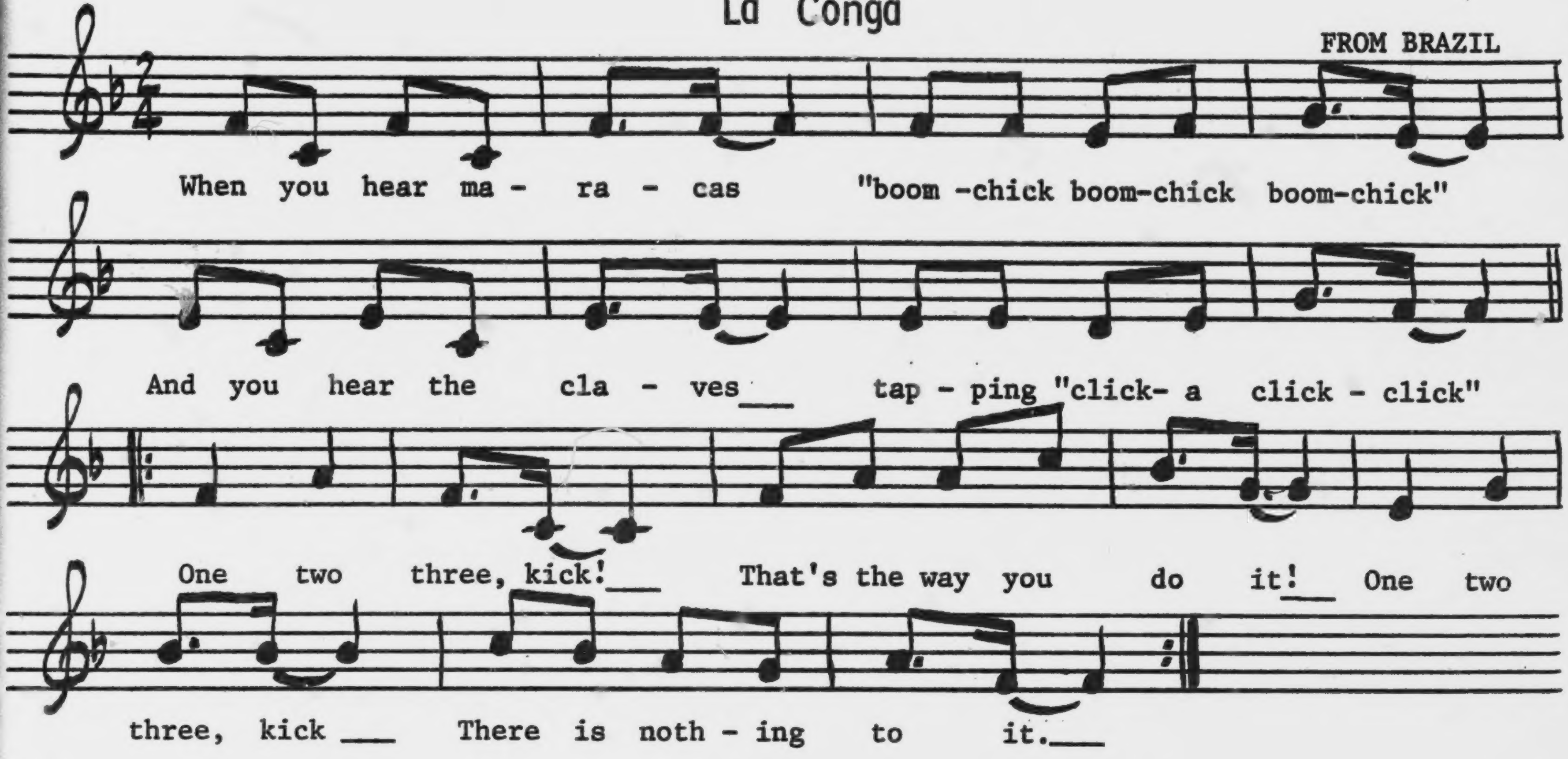
MELODY ADAPTED FROM H.HARTER AND R.ALLEN, A Second Spanish Handbook for Teachers in Elementary Schools. p. 66.

Los inditos (Ten Little Indians)


U - no, dos, y tres in - di - tos; Cua-tro, cin - co, seis in - di - tos;
Sie - te, o - cho, nue -ve in-di-tos; Diez in -di - tos son.

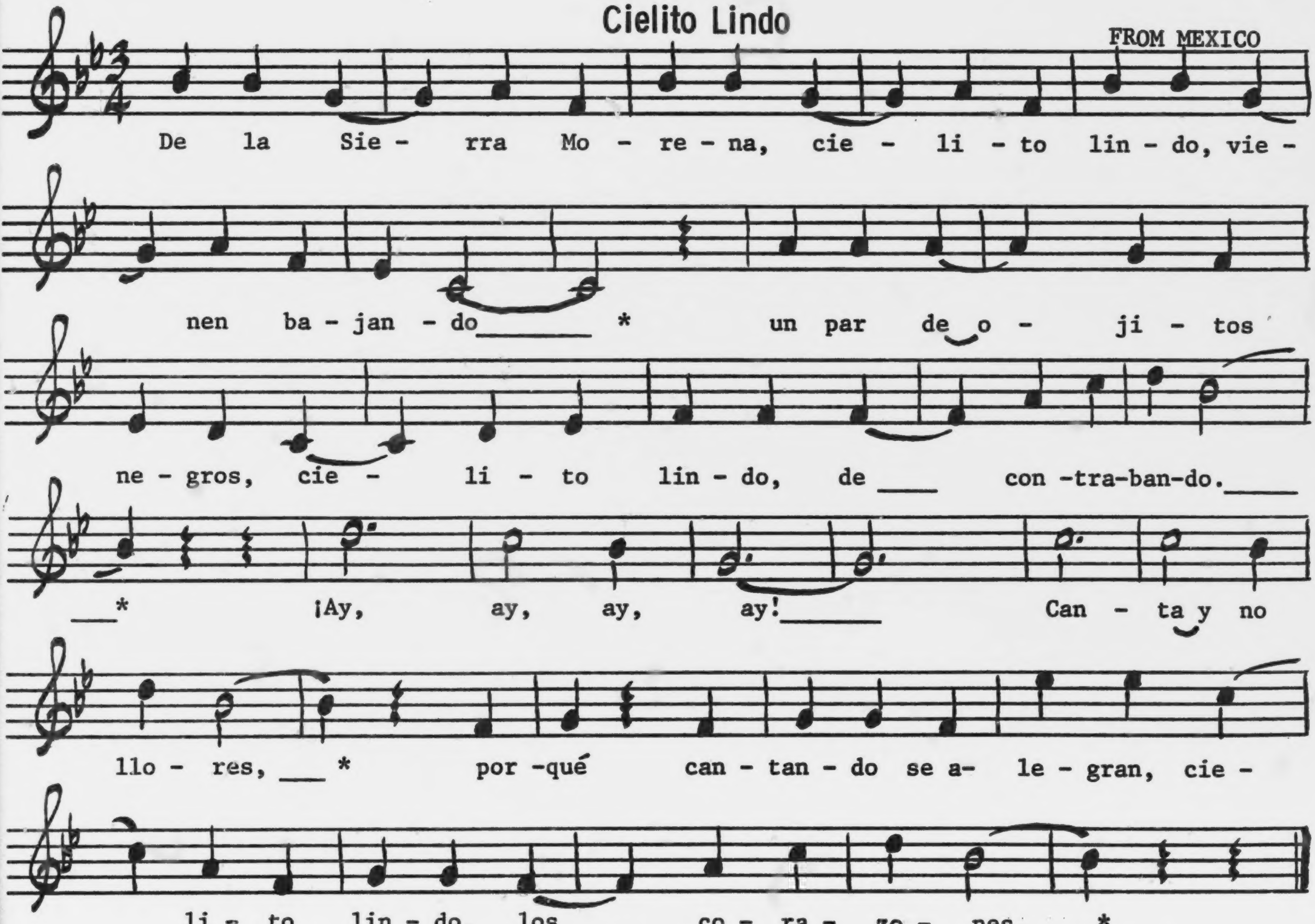
La Conga

FROM BRAZIL


When you hear ma - ra - cas "boom -chick boom-chick boom-chick"
And you hear the cla - ves___ tap - ping "click- a click - click"
One two three, kick!___ That's the way you do it!__ One two
three, kick ___ There is noth - ing to it.___

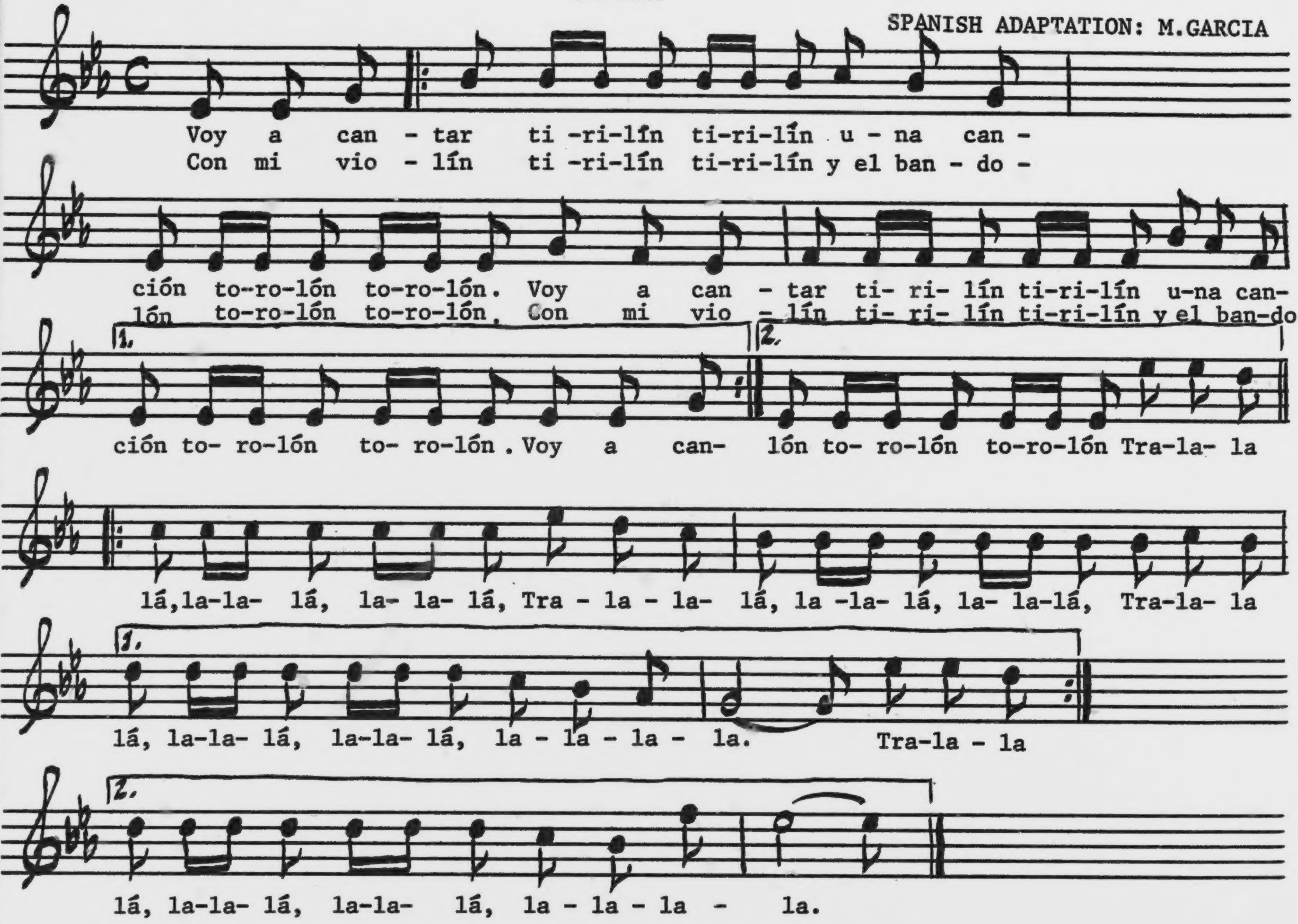
Cielito Lindo

FROM MEXICO


De la Sie - rra Mo - re - na, cie - li - to lin - do, vie -
nen ba - jan - do_______ * un par de o - ji - tos
ne - gros, cie - li - to lin - do, de ___ con -tra-ban-do._____
___* ¡Ay, ay, ay, ay!______ Can - ta y no
llo - res, ___ * por -qué can - tan - do se a- le - gran, cie -
li - to lin - do, los ____ co - ra - zo - nes._____*

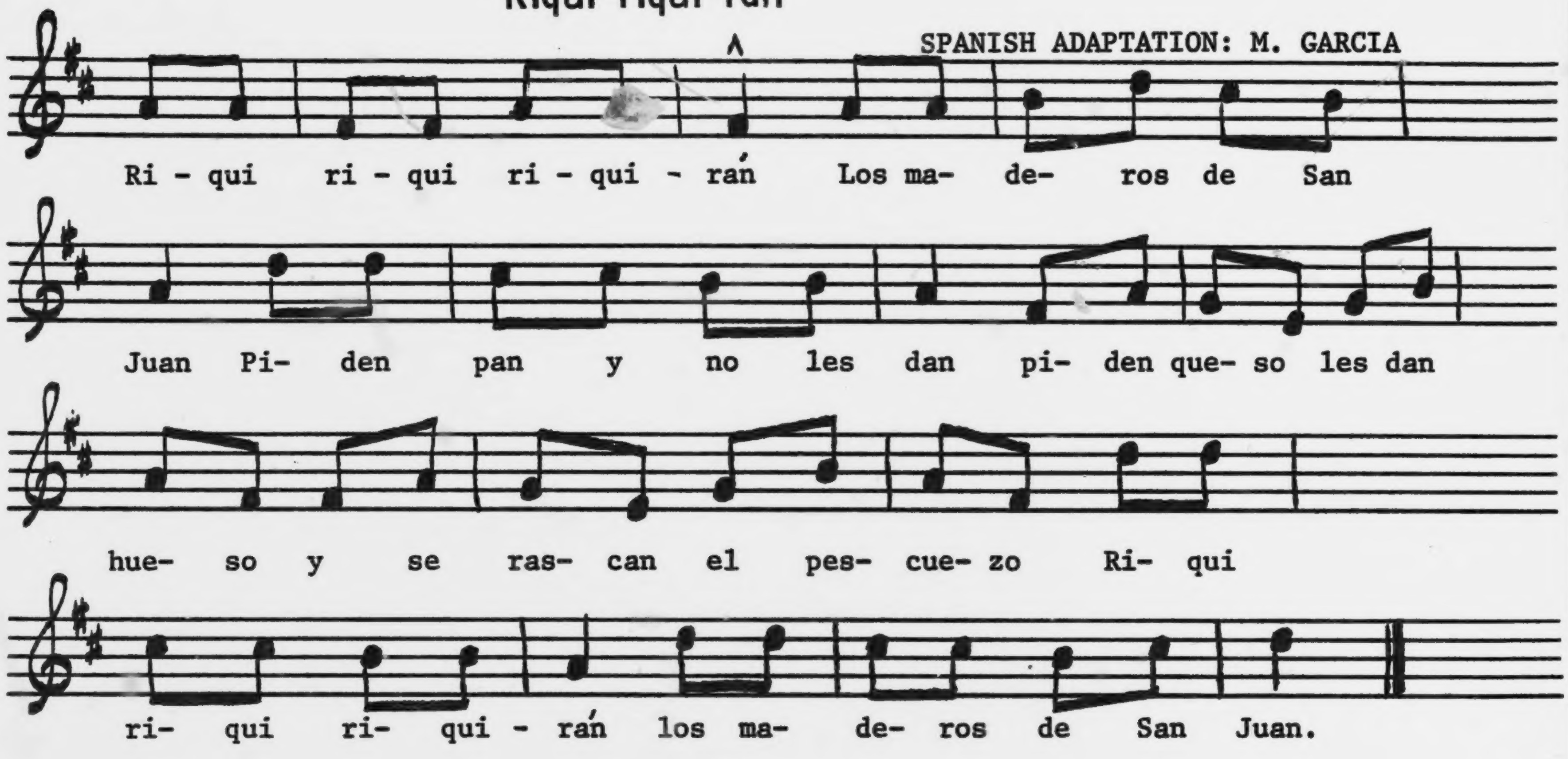
Tirilin

SPANISH ADAPTATION: M.GARCIA

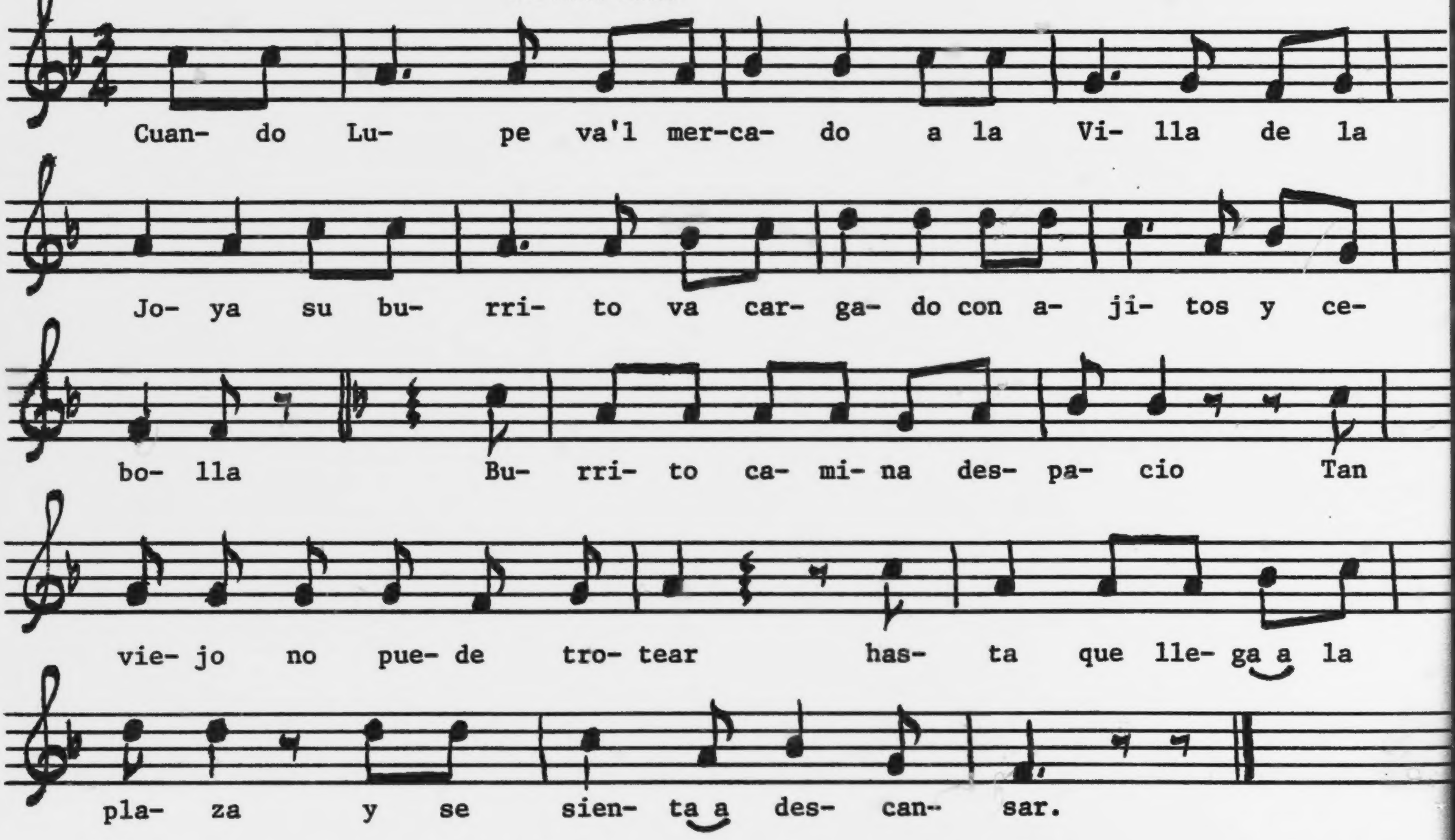

Voy a can - tar ti -ri-lín ti-ri-lín u - na can -
Con mi vio - lín ti -ri-lín ti-ri-lín y el ban - do -
ción to-ro-lón to-ro-lón. Voy a can - tar ti- ri- lín ti-ri-lín u-na can-
lón to-ro-lón to-ro-lón. Con mi vio - lín ti- ri- lín ti-ri-lín y el ban-do-
1.
2.
ción to- ro-lón to- ro-lón. Voy a can- lón to- ro-lón to-ro-lón Tra-la- la
lá, la-la- lá, la- la- lá, Tra - la - la- lá, la -la- lá, la- la-lá, Tra-la- la
1.
lá, la-la- lá, la-la- lá, la - la - la - la. Tra-la - la
2.
lá, la-la- lá, la-la- lá, la - la - la - la.

Riqui-riqui-ran

SPANISH ADAPTATION: M. GARCIA

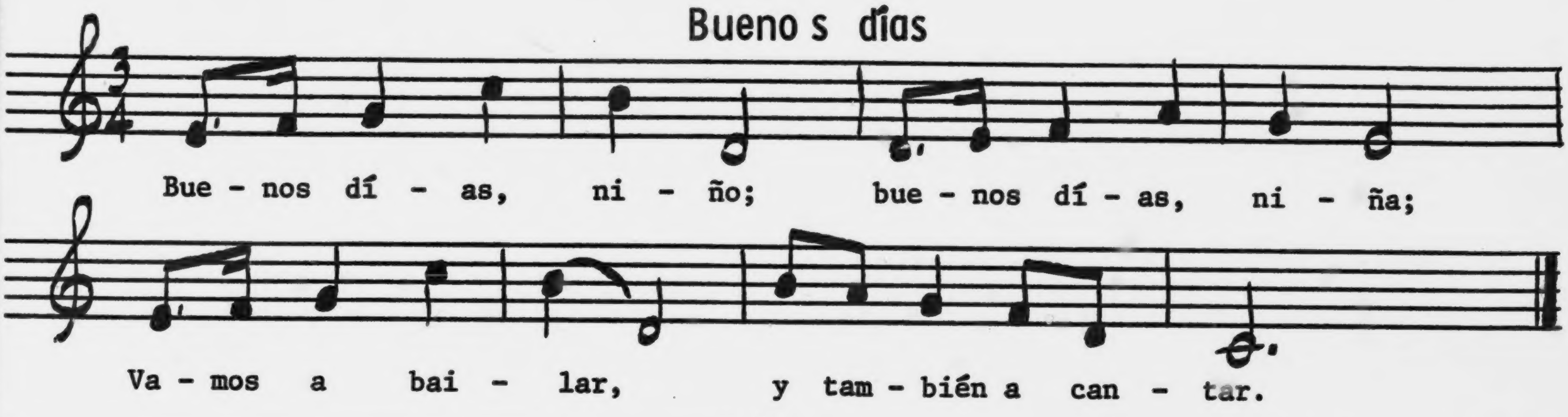

Ri - qui ri - qui ri - qui - rań Los ma- de- ros de San
Juan Pi- den pan y no les dan pi- den que- so les dan
hue- so y se ras- can el pes- cue- zo Ri- qui
ri- qui ri- qui - rań los ma- de- ros de San Juan.

Al mercado

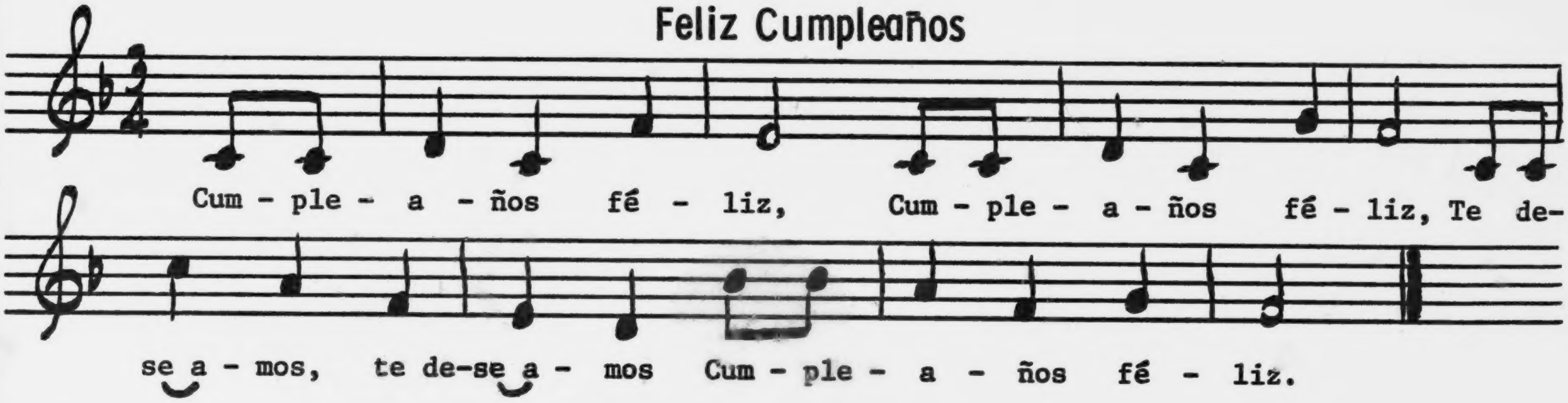

Cuan- do Lu- pe va'l mer-ca- do a la Vi- lla de la
Jo- ya su bu- rri- to va car- ga- do con a- ji- tos y ce-
bo- lla Bu- rri- to ca- mi- na des- pa- cio Tan
vie- jo no pue- de tro- tear has- ta que lle- ga a la
pla- za y se sien- ta a des- can- sar.

MELODY: Music for Young Americans, p.116. SPANISH TRANSLATION: Minerva García.

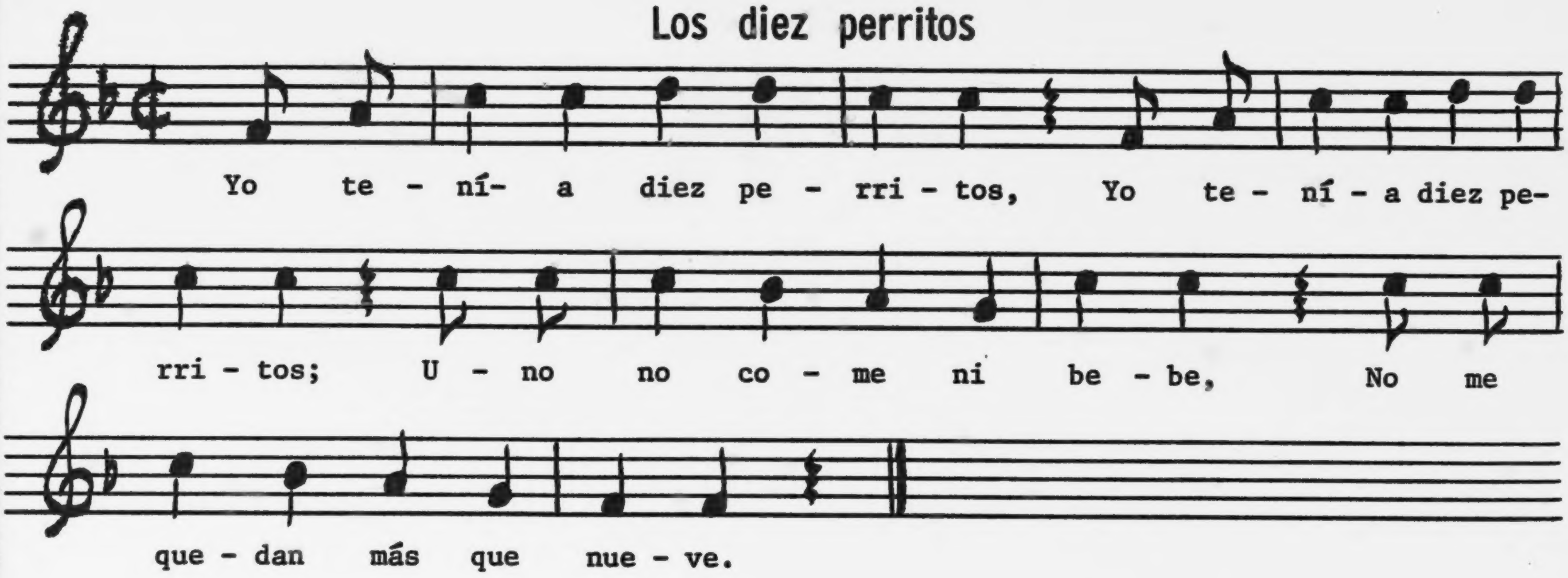
Buenos días


Bue - nos dí - as, ni - ño; bue - nos dí - as, ni - ña;
Va - mos a bai - lar, y tam - bién a can - tar.

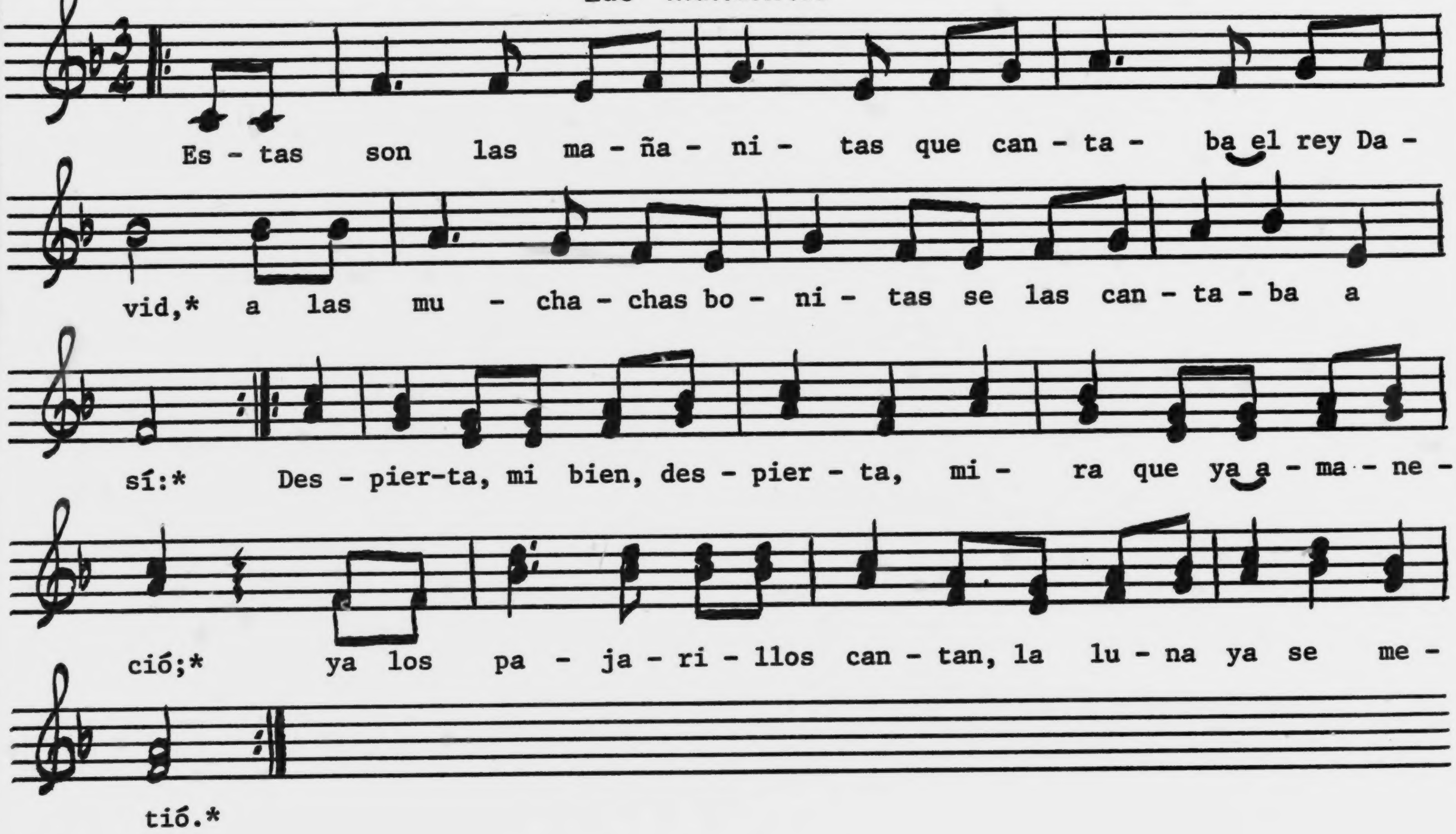
Feliz Cumpleaños


Cum - ple - a - ños fé - liz, Cum - ple - a - ños fé - liz, Te de-
se a - mos, te de-se a - mos Cum - ple - a - ños fé - liz.

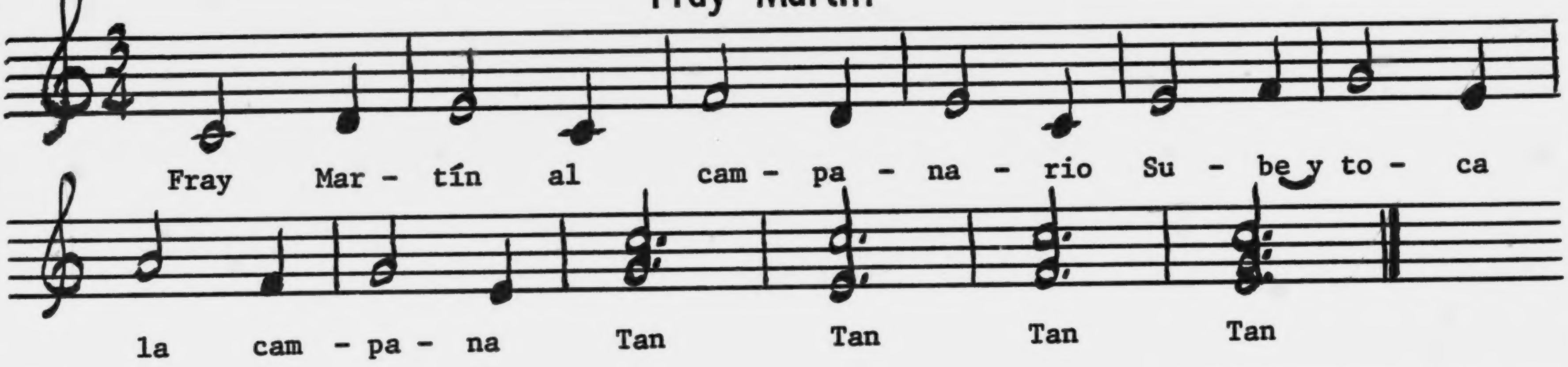
Los diez perritos


Yo te - ní- a diez pe - rri - tos, Yo te - ní - a diez pe-
rri - tos; U - no no co - me ni be - be, No me
que - dan más que nue - ve.

Las mañanitas

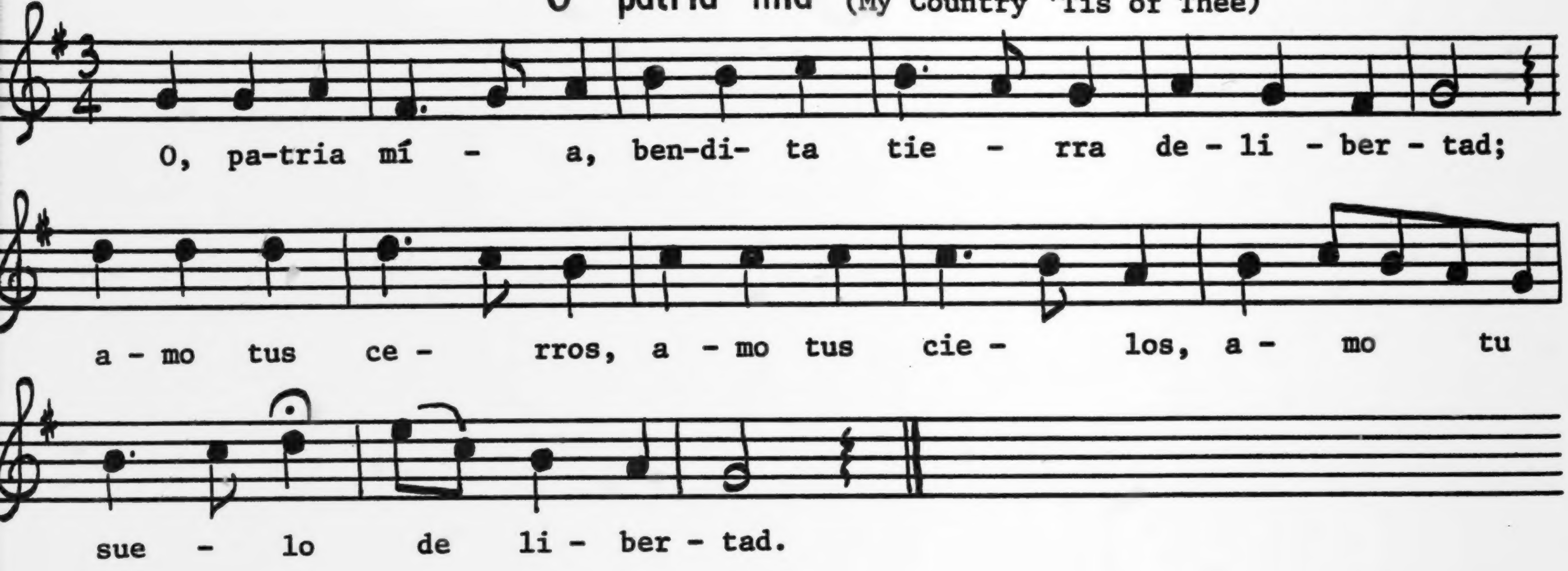

Es - tas son las ma - ña - ni - tas que can - ta - ba el rey Da -
vid,* a las mu - cha - chas bo - ni - tas se las can - ta - ba a
sí:* Des - pier-ta, mi bien, des - pier - ta, mi - ra que ya a - ma - ne -
ció;* ya los pa - ja - ri - llos can - tan, la lu - na ya se me -
tió.*

Fray Martín

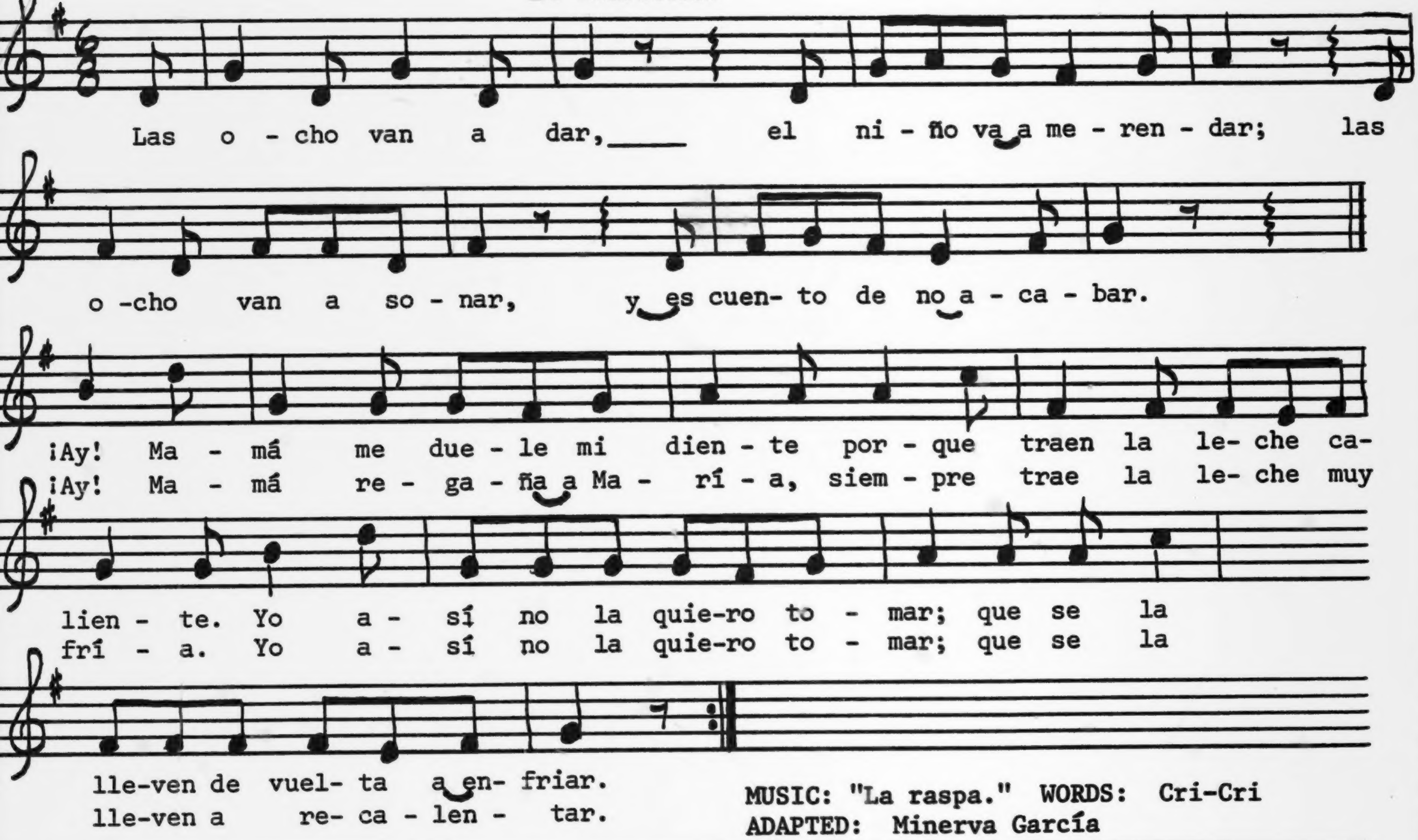

Fray Mar - tín al cam - pa - na - rio Su - be y to - ca
la cam - pa - na Tan Tan Tan Tan

FROM Growing with Music, p. 116.

O patria mía (My Country 'Tis of Thee)

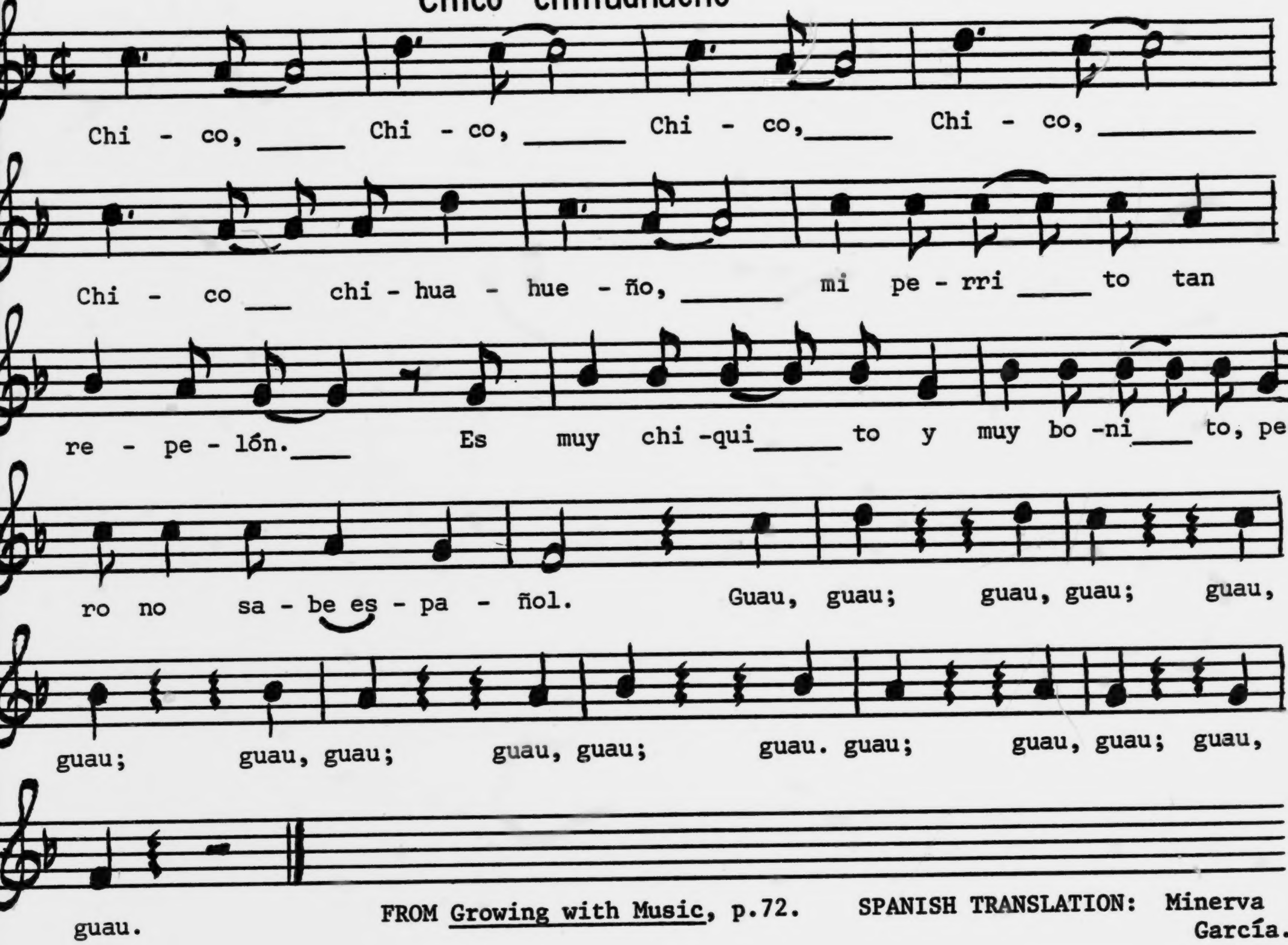

O, pa-tria mí - a, ben-di- ta tie - rra de - li - ber - tad;
a - mo tus ce - rros, a - mo tus cie - los, a - mo tu
sue - lo de li - ber - tad.

La merienda


Las o - cho van a dar, el ni - ño va a me - ren - dar; las
o -cho van a so - nar, y es cuen- to de no a - ca - bar.
¡Ay! Ma - má me due - le mi dien - te por - que traen la le- che ca-
¡Ay! Ma - má re - ga - ña a Ma - rí - a, siem - pre trae la le- che muy
lien - te. Yo a - sí no la quie-ro to - mar; que se la
frí - a. Yo a - sí no la quie-ro to - mar; que se la
lle-ven de vuel- ta a en- friar.
lle-ven a re- ca - len - tar.

MUSIC: "La raspa." **WORDS:** Cri-Cri
ADAPTED: Minerva García

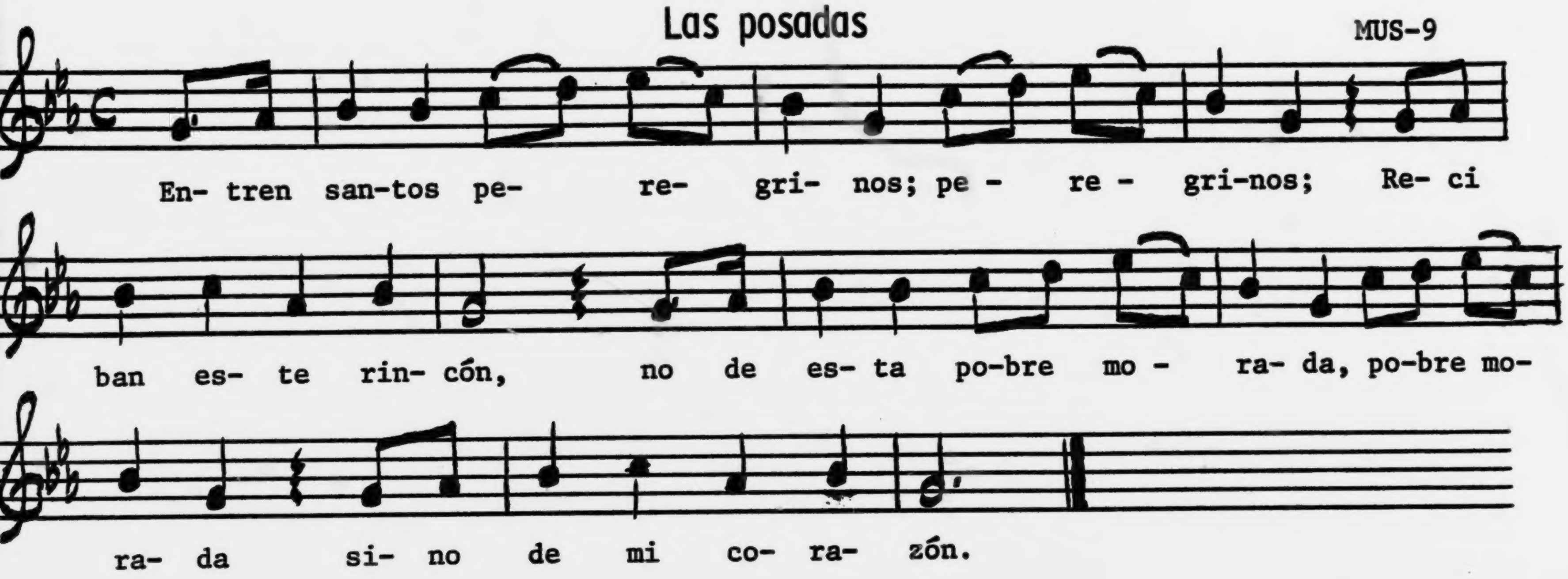
Chico chihuahueño


Chi - co, Chi - co, Chi - co, Chi - co,
Chi - co chi - hua - hue - ño, mi pe - rri to tan
re - pe - lón. Es muy chi -qui to y muy bo -ni to, pe-
ro no sa - be es - pa - ñol. Guau, guau; guau, guau; guau,
guau; guau, guau; guau, guau; guau. guau; guau, guau; guau,
guau.

FROM Growing with Music, p.72. SPANISH TRANSLATION: Minerva García.

Las posadas

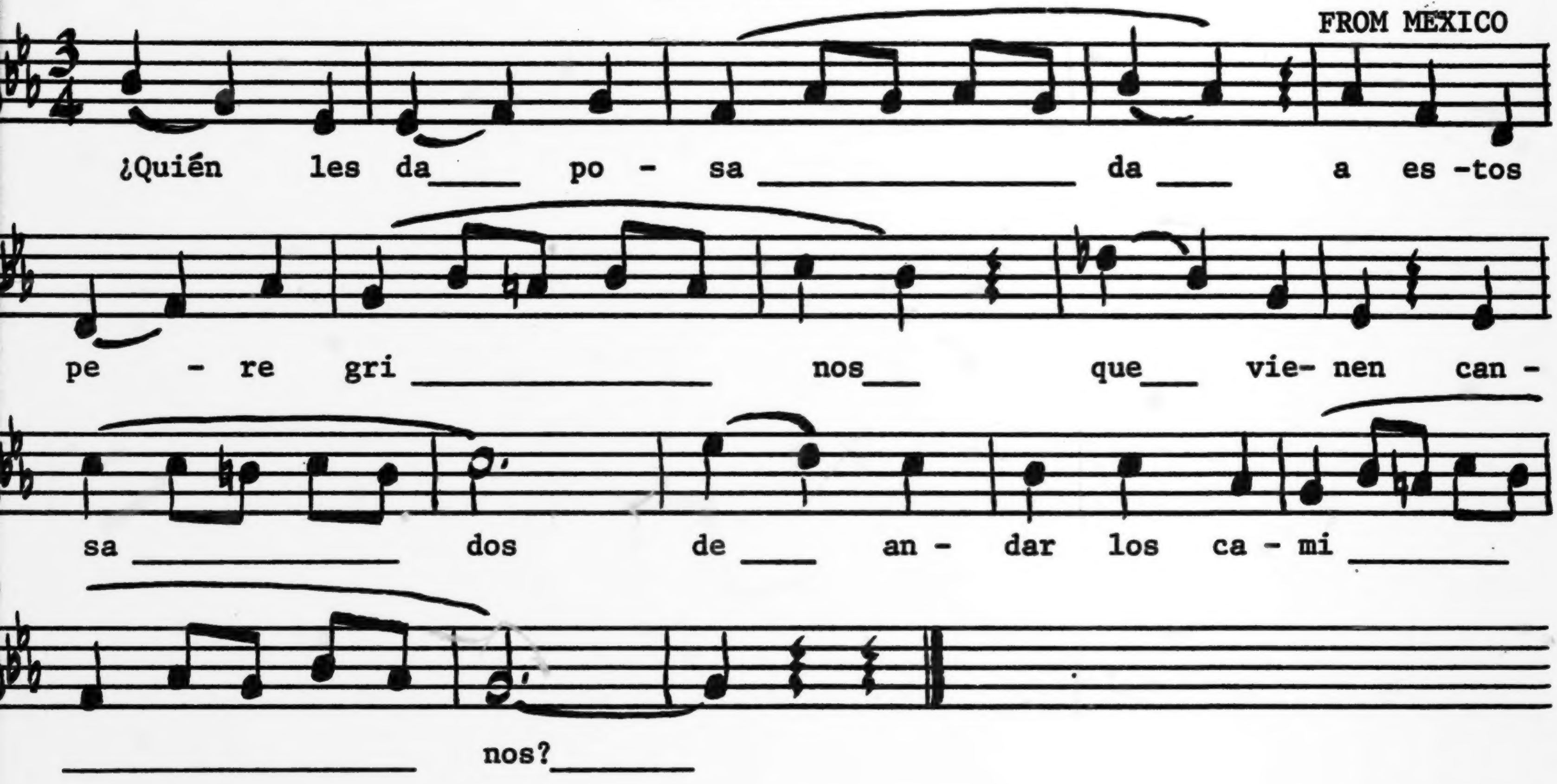
MUS-9


En- tren san-tos pe- re- gri- nos; pe - re - gri-nos; Re- ci
ban es- te rin- cón, no de es- ta po-bre mo - ra- da, po-bre mo-
ra- da si- no de mi co- ra- zón.

12 Staves (Medium)
OLE PUB. CO.
PRINTED IN U.S.A.

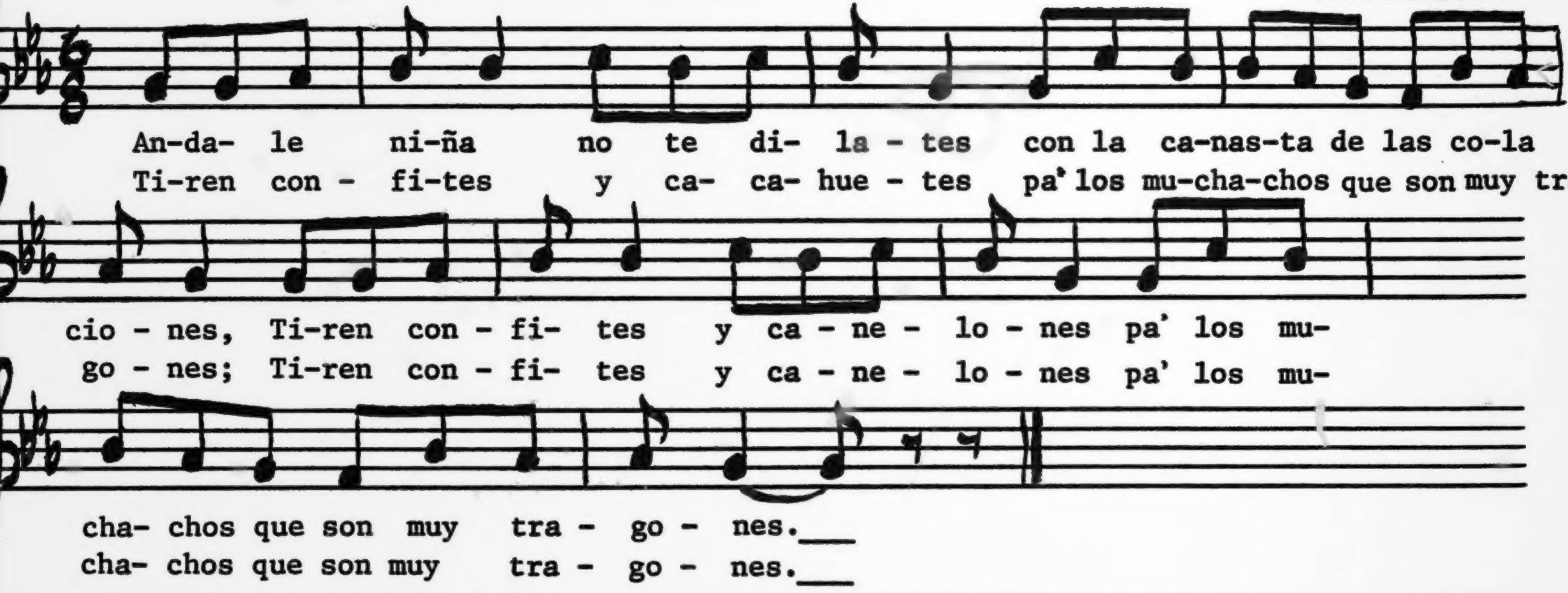
Las Posadas

FROM MEXICO


¿Quién les da____ po - sa _______________ da ____ a es -tos
pe - re gri _______________ nos___ que___ vie- nen can -
sa _____________ dos de____ an - dar los ca - mi ________
________________ nos?_______

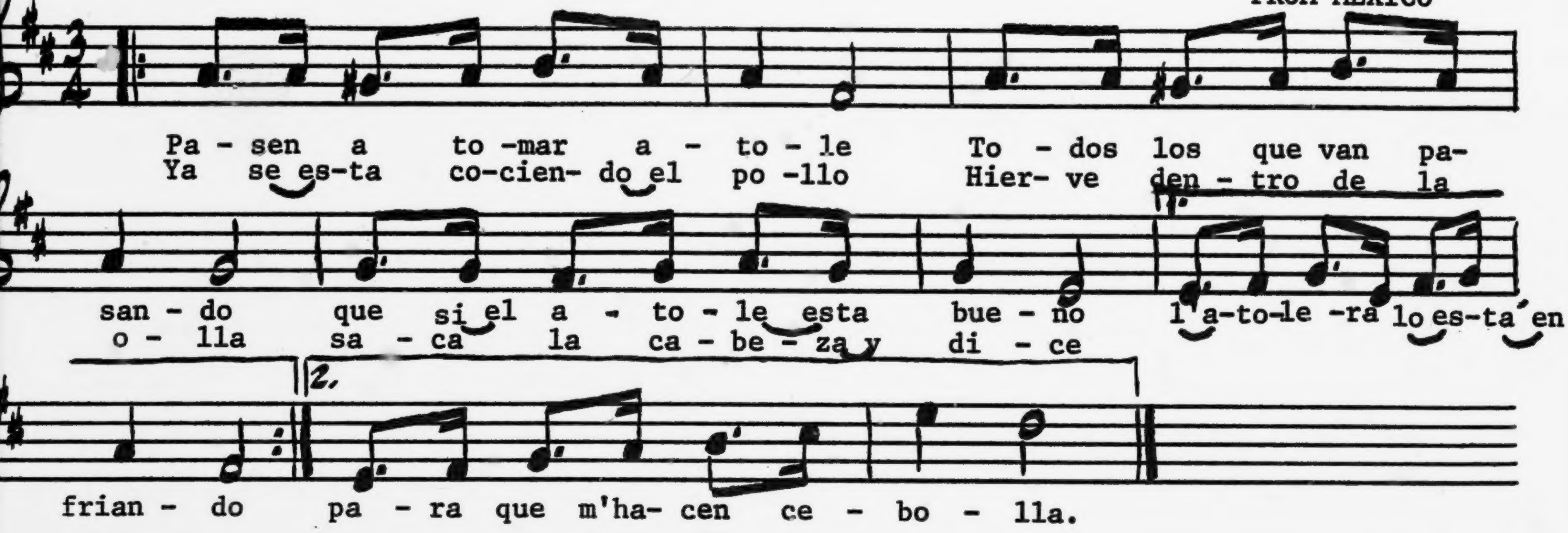
Las Posadas

FROM MEXICO


An-da- le ni-ña no te di- la - tes con la ca-nas-ta de las co-la
Ti-ren con - fi-tes y ca- ca- hue - tes pa' los mu-cha-chos que son muy tra-
cio - nes, Ti-ren con - fi- tes y ca - ne - lo - nes pa' los mu-
go - nes; Ti-ren con - fi- tes y ca - ne - lo - nes pa' los mu-
cha- chos que son muy tra - go - nes.___
cha- chos que son muy tra - go - nes.___

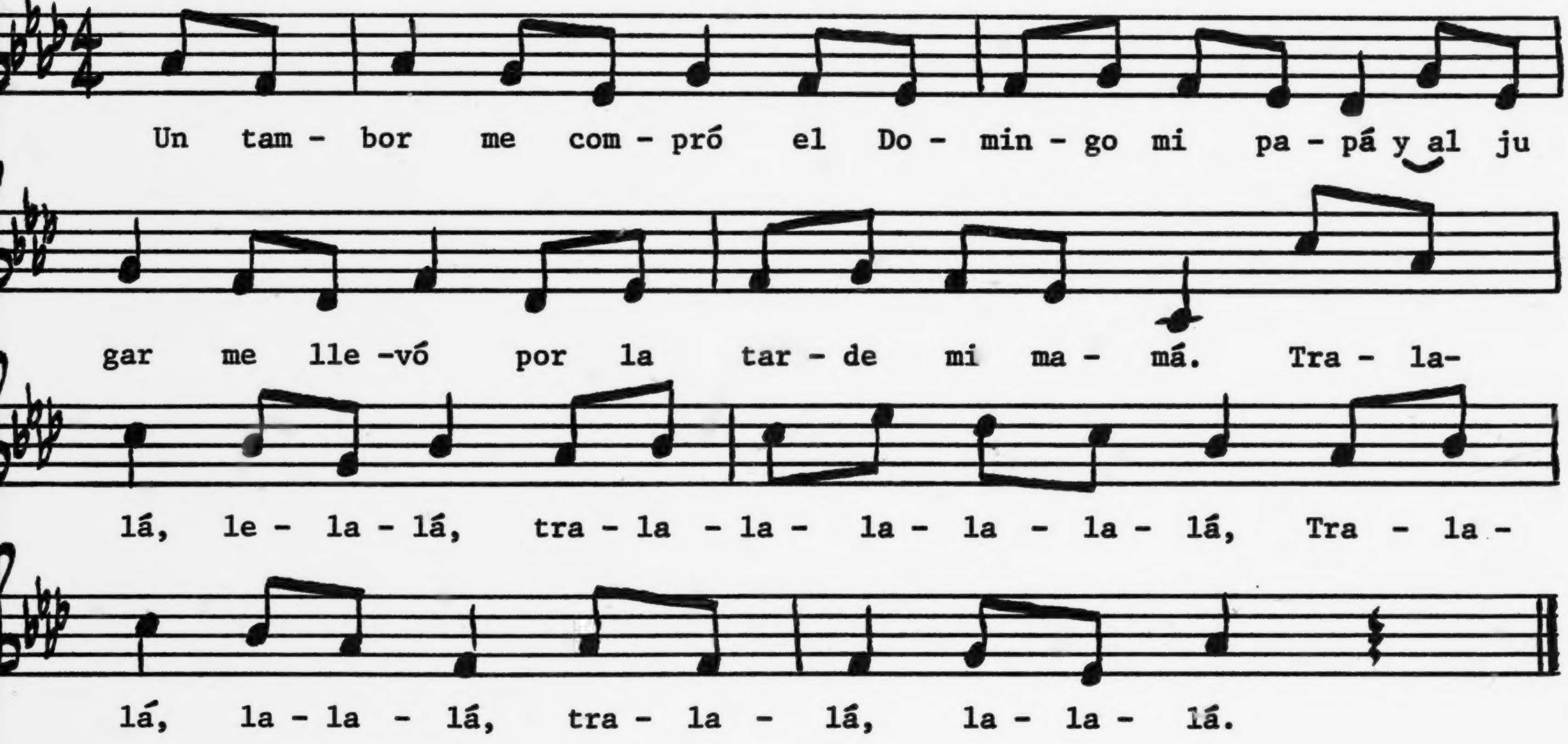
Pasen a tomar atole

FROM MEXICO

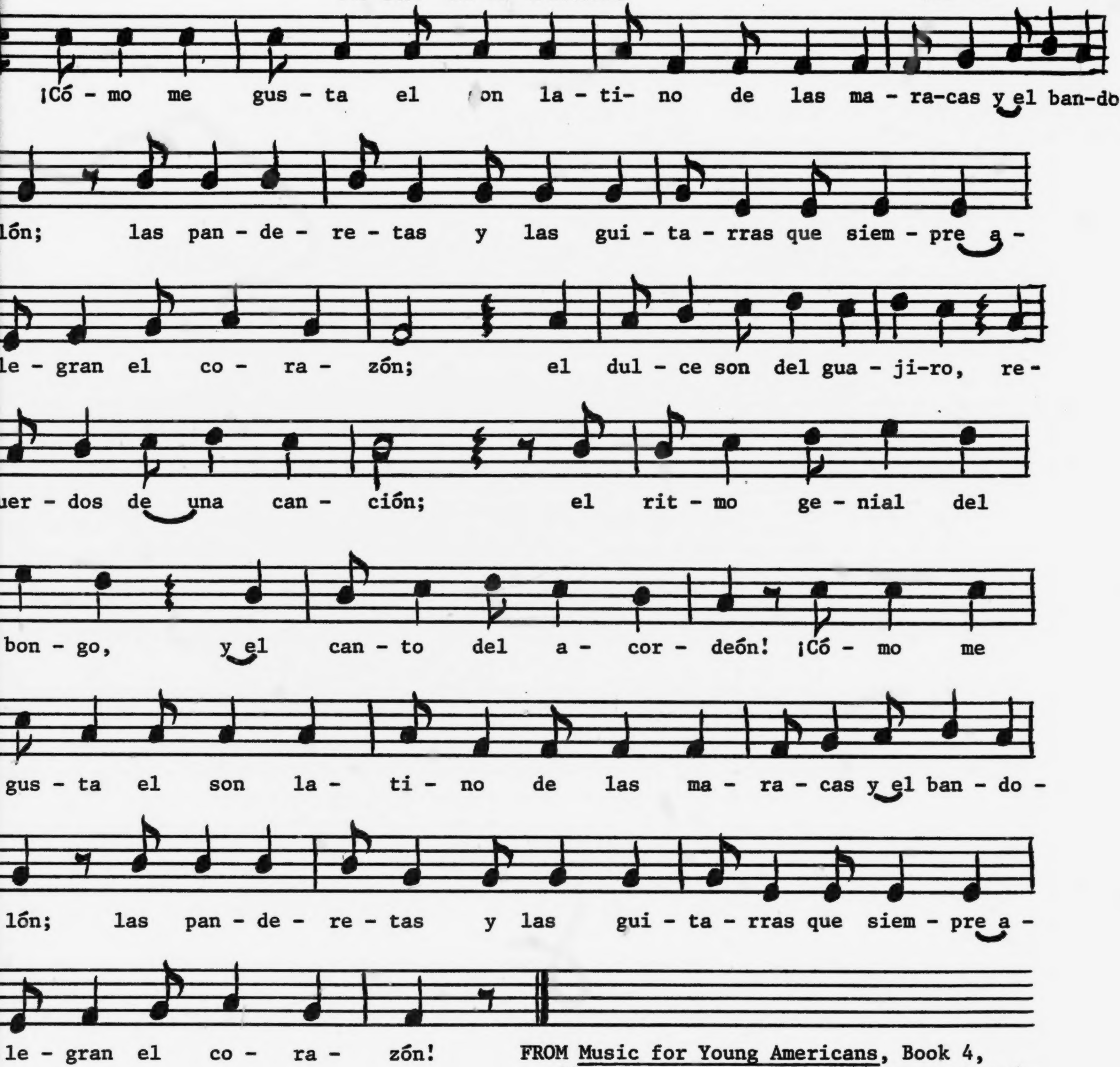

Pa - sen a to -mar a - to - le To - dos los que van pa-
Ya se es-ta co-cien- do el po -llo Hier- ve den - tro de la
san - do que si el a - to - le esta bue - no l'a-to-le -ra lo es-ta en
o - lla sa - ca la ca - be - za y di - ce
2.
frian - do pa - ra que m'ha- cen ce - bo - lla.

MELODY FROM EL FOLKLORE Y LA MUSICA MEXICANA by RUBEN CAMPOS. p.243. 4th. score.

El tambor

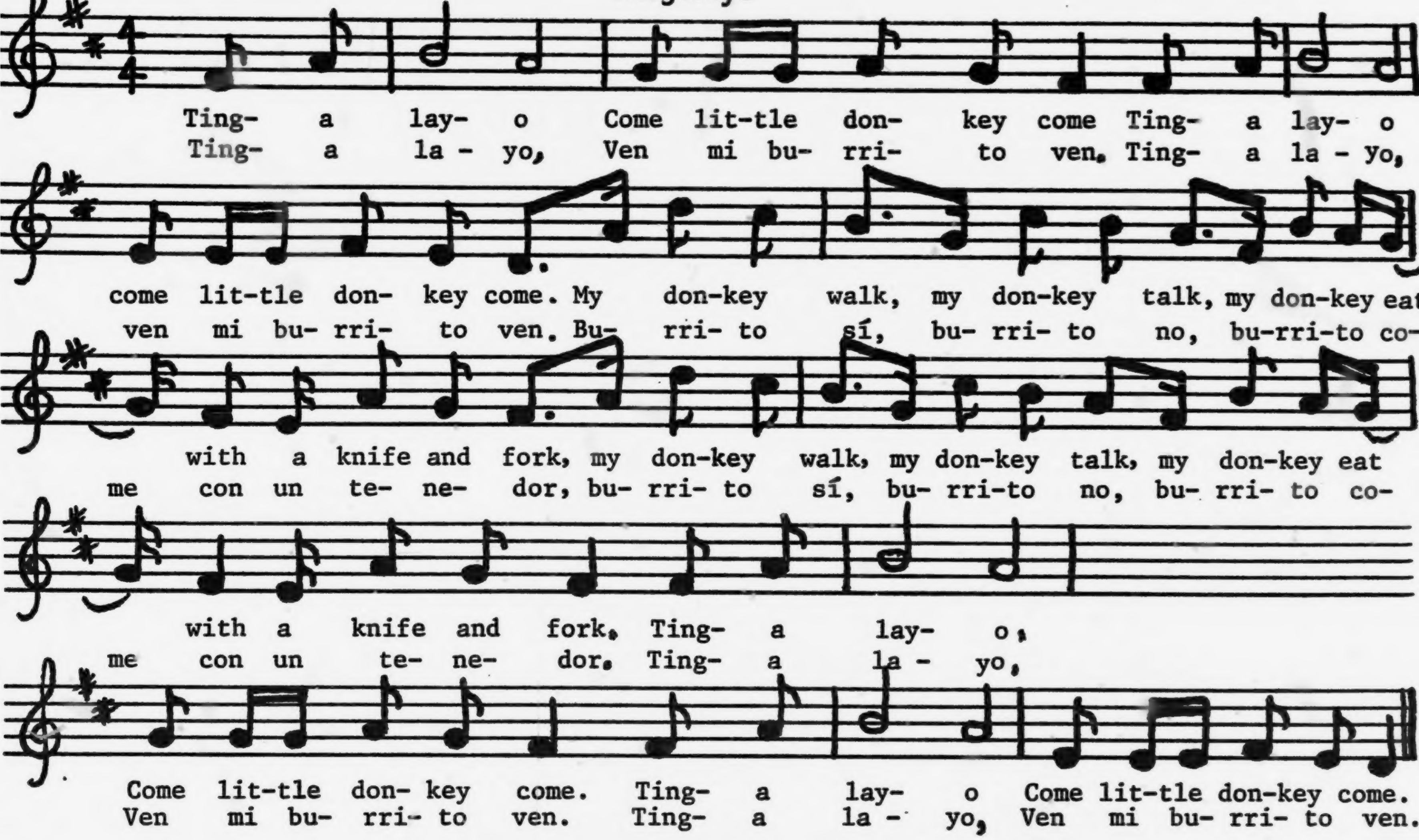

Un tam - bor me com - pró el Do - min - go mi pa - pá y al ju
gar me lle -vó por la tar - de mi ma - má. Tra - la-
lá, le - la - lá, tra - la - la - la - la - la - lá, Tra - la -
lá, la - la - lá, tra - la - lá, la - la - lá.

Al sur de la frontera

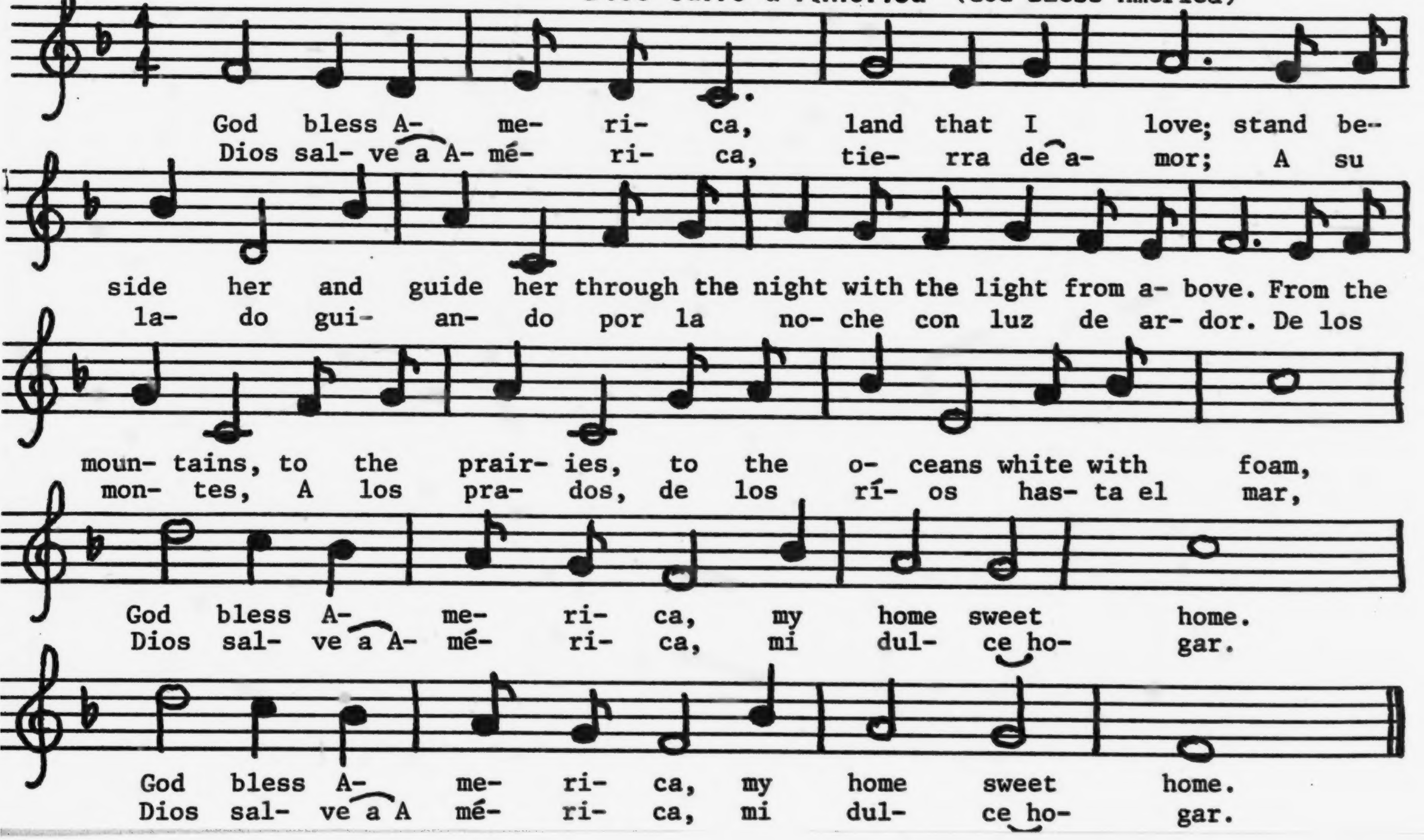

¡Có - mo me gus - ta el son la - ti- no de las ma - ra-cas y el ban-do-
lón; las pan - de - re - tas y las gui - ta - rras que siem - pre a -
le - gran el co - ra - zón; el dul - ce son del gua - ji-ro, re-
uer - dos de una can - ción; el rit - mo ge - nial del
bon - go, y el can - to del a - cor - deón! ¡Có - mo me
gus - ta el son la - ti - no de las ma - ra - cas y el ban - do -
lón; las pan - de - re - tas y las gui - ta - rras que siem - pre a -
le - gran el co - ra - zón!

FROM Music for Young Americans, Book 4,
p. 116. SPANISH ADAPTATION: Minerva García.

Tingalayo

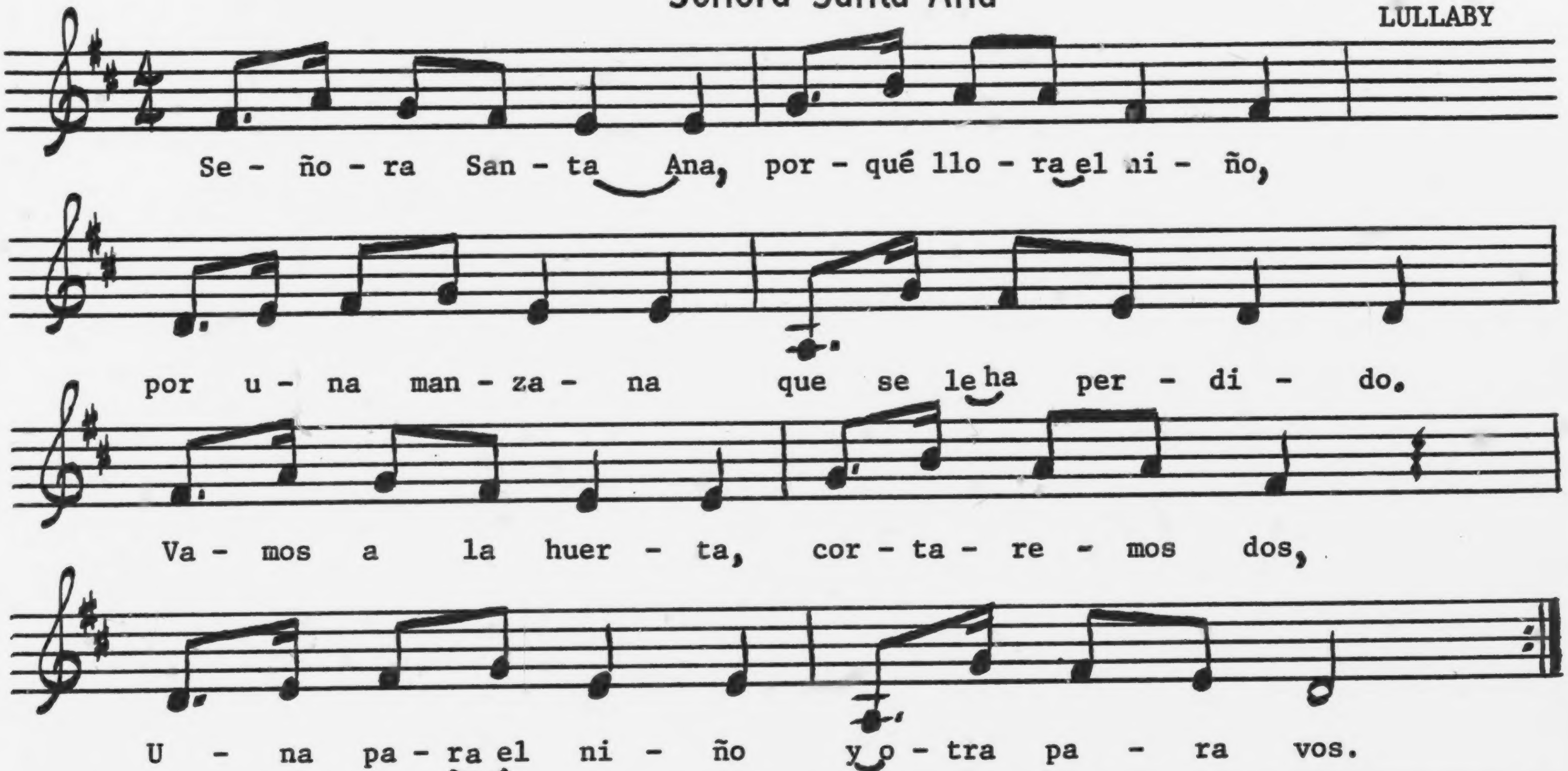

Ting- a lay- o Come lit-tle don- key come Ting- a lay- o
Ting- a la - yo, Ven mi bu- rri- to ven. Ting- a la - yo,
come lit-tle don- key come. My don-key walk, my don-key talk, my don-key eat
ven mi bu- rri- to ven. Bu- rri- to sí, bu- rri- to no, bu-rri-to co-
with a knife and fork, my don-key walk, my don-key talk, my don-key eat
me con un te- ne- dor, bu- rri- to sí, bu- rri-to no, bu- rri- to co-
with a knife and fork. Ting- a lay- o,
me con un te- ne- dor. Ting- a la - yo,
Come lit-tle don- key come. Ting- a lay- o Come lit-tle don-key come.
Ven mi bu- rri- to ven. Ting- a la - yo, Ven mi bu- rri- to ven.

Dios salve a América (God Bless America)

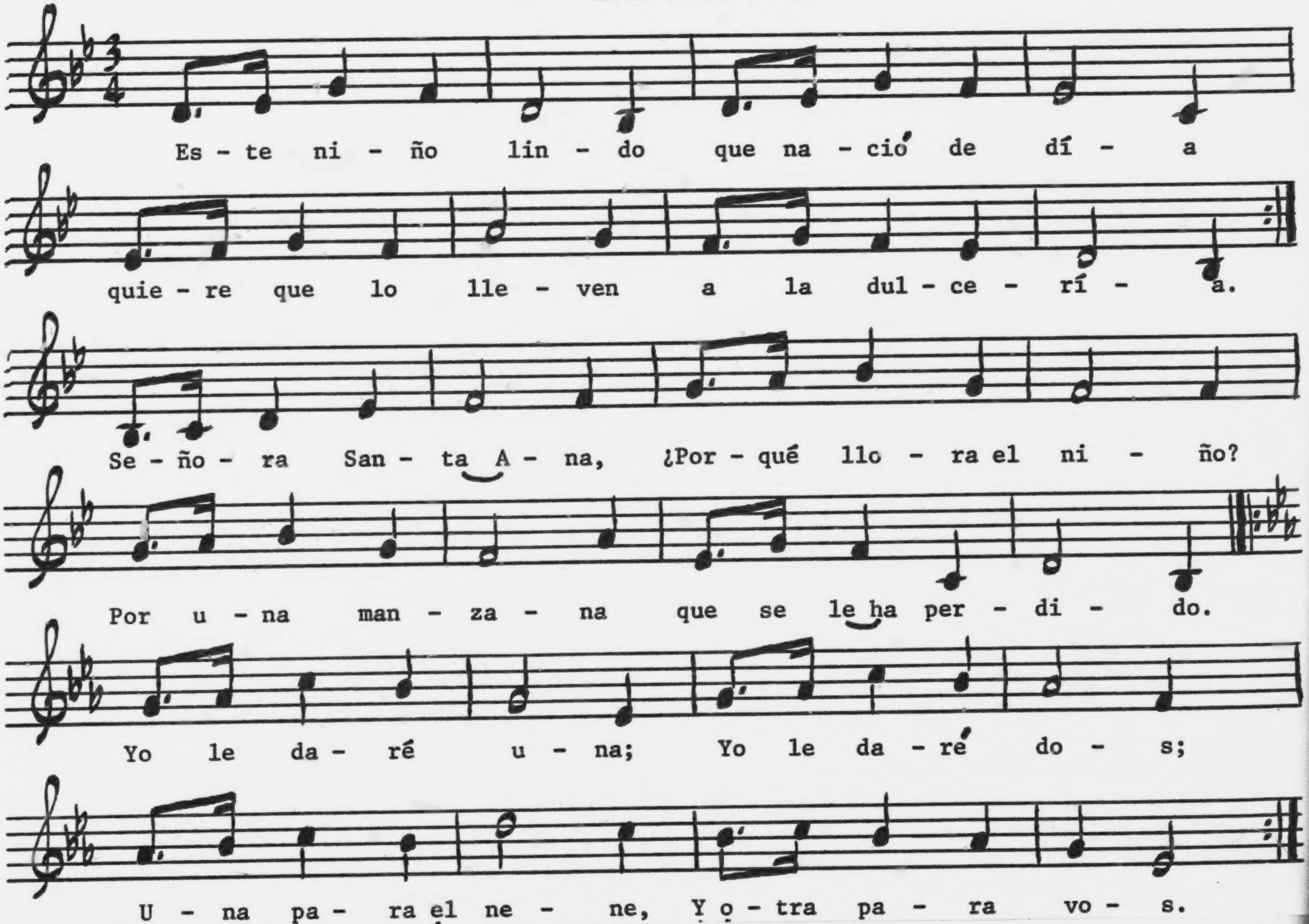

God bless A- me- ri- ca, land that I love; stand be-
Dios sal- ve a A- mé- ri- ca, tie- rra de a- mor; A su
side her and guide her through the night with the light from a- bove. From the
la- do gui- an- do por la no- che con luz de ar- dor. De los
moun- tains, to the prair- ies, to the o- ceans white with foam,
mon- tes, A los pra- dos, de los rí- os has- ta el mar,
God bless A- me- ri- ca, my home sweet home.
Dios sal- ve a A- mé- ri- ca, mi dul- ce ho- gar.
God bless A- me- ri- ca, my home sweet home.
Dios sal- ve a A mé- ri- ca, mi dul- ce ho- gar.

Señora Santa Ana

LULLABY

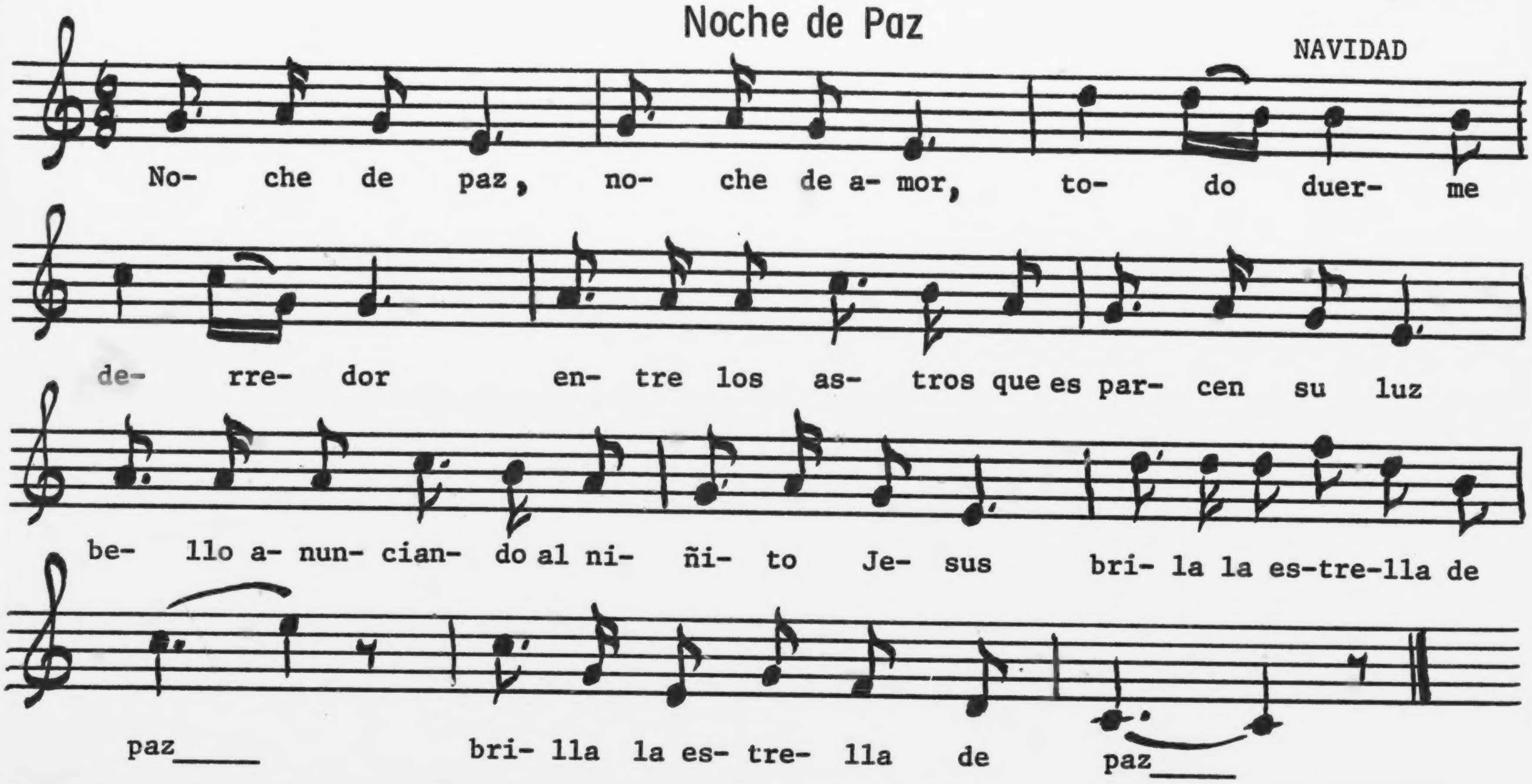

Se - ño - ra San - ta Ana, por - qué llo - ra el ni - ño,
por u - na man - za - na que se le ha per - di - do.
Va - mos a la huer - ta, cor - ta - re - mos dos,
U - na pa - ra el ni - ño y o - tra pa - ra vos.

Este niño lindo


Es - te ni - ño lin - do que na - ció de dí - a
quie - re que lo lle - ven a la dul - ce - rí - a.
Se - ño - ra San - ta A - na, ¿Por - qué llo - ra el ni - ño?
Por u - na man - za - na que se le ha per - di - do.
Yo le da - ré u - na; Yo le da - ré do - s;
U - na pa - ra el ne - ne, Y o - tra pa - ra vo - s.

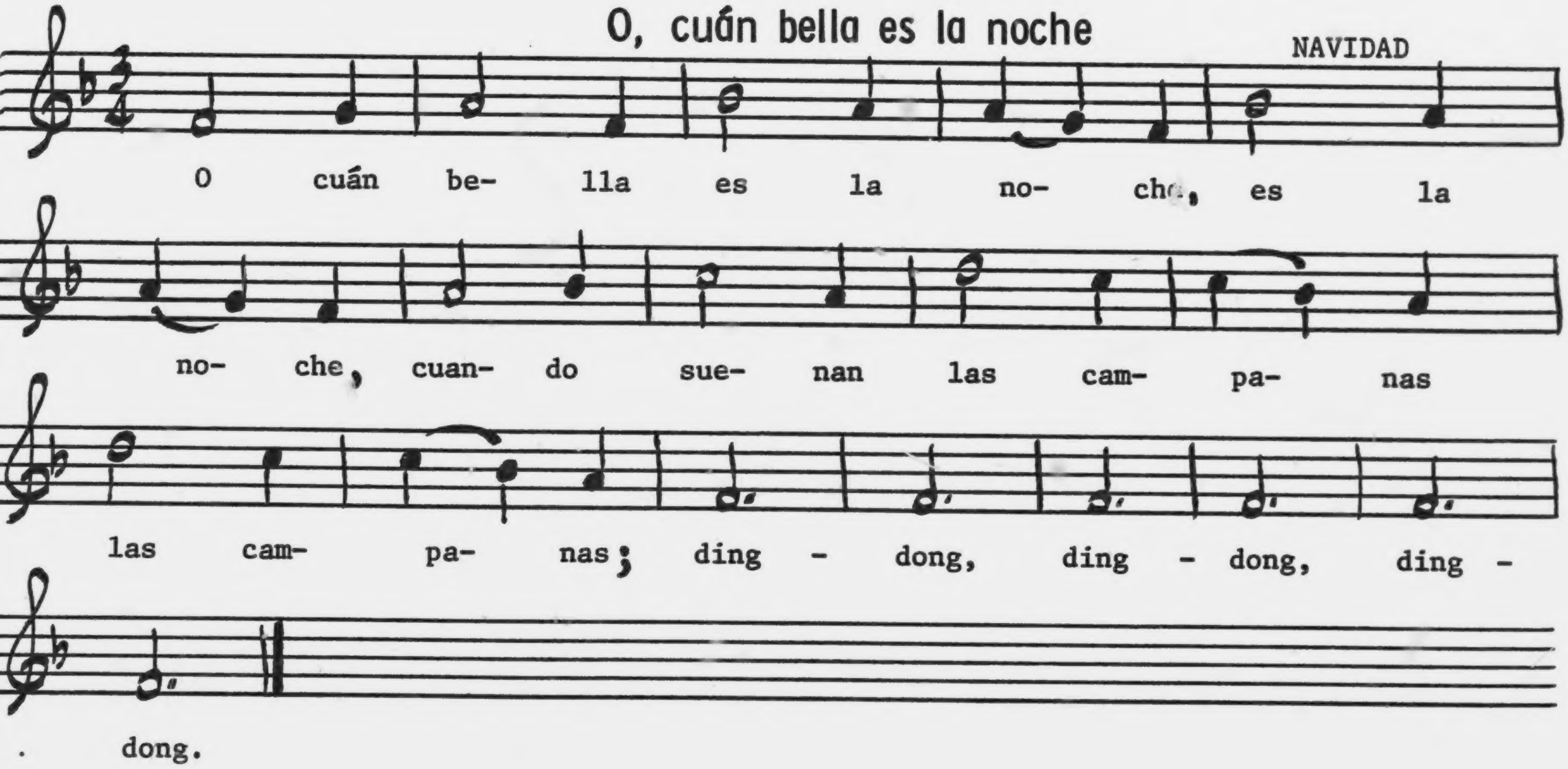
Noche de Paz

NAVIDAD

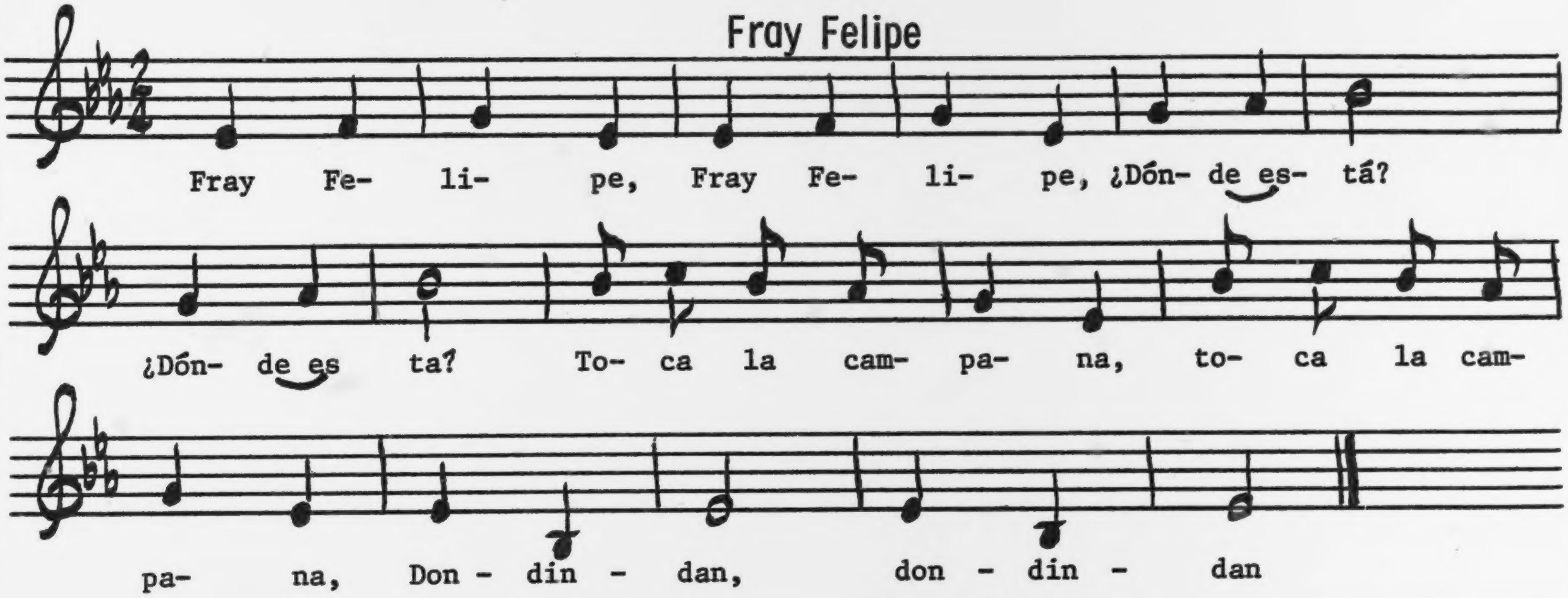

No- che de paz, no- che de a- mor, to- do duer- me
de- rre- dor en- tre los as- tros que es par- cen su luz
be- llo a- nun- cian- do al ni- ñi- to Je- sus bri- la la es-tre-lla de
paz_____ bri- lla la es- tre- lla de paz_____

O, cuán bella es la noche

NAVIDAD


O cuán be- lla es la no- che, es la
no- che, cuan- do sue- nan las cam- pa- nas
las cam- pa- nas; ding - dong, ding - dong, ding -
dong.

Fray Felipe


Fray Fe- li- pe, Fray Fe- li- pe, ¿Dón- de es- tá?
¿Dón- de es ta?
To- ca la cam- pa- na, to- ca la cam-
pa- na, Don - din - dan, don - din - dan